## DOCUMENT RESUME

ED 139 099 95 EA 009 512

| | |
|---|---|
| AUTHOR | Severance, Melvin J., III |
| TITLE | Education Vouchers Study & Planning Project. Phase II Report. |
| INSTITUTION | New Hampshire Supervisory Union 41, Brookline. |
| SPONS AGENCY | National Inst. of Education (DHEW), Washington, D.C. |
| PUB DATE | Jan 76 |
| GRANT | NIE-G-75-0002 |
| NOTE | 259p.; For related documents, see EA 009 511-514 |
| EDRS PRICE | MF-$0.83 HC-$14.05 Plus Postage. |
| DESCRIPTORS | Educational Alternatives; *Educational Finance; *Education Vouchers; Elementary Secondary Education; *Experimental Programs; Federal Aid; *Program Descriptions; Program Development; Program Evaluation; *Program Planning |
| IDENTIFIERS | New Hampshire |

ABSTRACT

This publication presents the program objectives and research design for an experimental program intended to plan, implement, and evaluate an educational voucher system in the New Hampshire communities of Allenstown, Candia, Deerfield, Hollis, and Hooksett. Separate sections of the report discuss various aspects of the voucher program, including establishment and operation of a voucher review committee in each study district, consideration of the voucher plan at each district's annual meeting, value of the vouchers, use of the vouchers, distribution of the vouchers, administrative mechanisms for operating the voucher program, the impact of federal grants on the voucher program, transportation implications of the program, the possibility of establishing new schools under the program, the evaluation design for the program, and procedures for phasing out the program. (JG)

***********************************************************************
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. Nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
***********************************************************************

ED139099

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

# EDUCATION VOUCHERS

# STUDY & PLANNING PROJECT

GRANT NUMBER
NIE-G-75-0002

## PHASE II REPORT

PREPARED BY

THE LOCAL PROJECT STAFF
17 North Street
Manchester, NH 03104
(603) 669-6800

JANUARY, 1976

Melvin J. Severance III
Melvin J. Severance III
Project Director

EA 009 512

# TABLE OF CONTENTS

Page

SUMMARY STATEMENTS. . . . . . . . . . . . . . . . . . 1

1.0 VOUCHER REVIEW COMMITTEE. . . . . . . . . . . . . 3
  1.1 VRC Membership. . . . . . . . . . . . . . . . . 3
  1.2 Functions . . . . . . . . . . . . . . . . . . . 3
    1.2.1 Exception . . . . . . . . . . . . . . . . . 4
  1.3 Staff Support and Funding . . . . . . . . . . . 4
    1.3.1 VRC Budget. . . . . . . . . . . . . . . . . 5

2.0 DISTRICT MEETING. . . . . . . . . . . . . . . . . 6
  2.1 The Warrant and Voucher Related Articles. . . . 6
  2.2 Pre-Meeting Procedures. . . . . . . . . . . . . 9
    2.2.1 Preliminary Budget Finalized. . . . . . . . 9
      2.2.1.1 Voucher Budget Presentation Philosophy. . . . . . . . . . . . . 10
      2.2.1.2 Voucher Budget Preparation Procedure . . . . . . . . . . . . . 11
    2.2.2 Budget Committee Public Hearing . . . . . . 11
      2.2.2.1 Proposed Budget Expenditures. . . . . . 12
      2.2.2.2 Proposed Budget Revenues. . . . . . . . 13
      2.2.2.3 District Assessment . . . . . . . . . . 14

3.0 VOUCHER VALUE . . . . . . . . . . . . . . . . . . 15
  3.1 Voucher Definitions . . . . . . . . . . . . . . 15
  3.2 Methods of Calculation. . . . . . . . . . . . . 16
  3.3 Procedures. . . . . . . . . . . . . . . . . . . 17
    3.3.1 Basic Voucher Value . . . . . . . . . . . . 17
    3.3.2 Supplemental Voucher Value. . . . . . . . . 17

4.0 VOUCHER USE. . . . . . . . . . . . . . . . . . . . 19
  4.1 Geographical Limitations. . . . . . . . . . . . 20
  4.2 Standards and Procedures for State Board Approval of Eligible Providers Under RSA 194-A . . . . . . . . . . . . . . . . . 20
  4.3 Procedures for Following and Cashing Vouchers Taken Outside of Each District . . 22
    4.3.1 Following Vouchers Taken Outside Each District. . . . . . . . . . . . . . . . . 22
    4.3.2 Cashing Vouchers Taken Outside of Each Participating District. . . . . . . . . 23
  4.4 Schedule for Redemption/Cashing of Vouchers Taken Outside of Each District. . . . . . . 24

5.0 ADMINISTRATIVE MECHANISMS. . . . . . . . . . . . . 26
  5.1 EVA Legal Authority . . . . . . . . . . . . . . 26
  5.2 EVA Board Membership. . . . . . . . . . . . . . 26

Page
5.2.1 EVA Board Functions . . . . . . . . . . . . 27
5.3 EVA Functions . . . . . . . . . . . . . . . . 28
5.3.1 Public Information. . . . . . . . . . . . . 28
5.3.1.1 Staffing. . . . . . . . . . . . . . . . . 28
5.3.1.2 Location. . . . . . . . . . . . . . . . . 29
5.3.1.3 Functions . . . . . . . . . . . . . . . . 29
5.3.1.4 Collecting Information. . . . . . . . . 29
5.3.1.5 Verifying Information . . . . . . . . . 30
5.3.1.6 Disseminating Information . . . . . . . 30
5.3.1.7 Parent Counselors . . . . . . . . . . . 32
5.3.2 Evaluation. . . . . . . . . . . . . . . . . 35
5.3.2.1 Function. . . . . . . . . . . . . . . . . 36
5.3.2.2 Responsibility. . . . . . . . . . . . . . 36
5.3.2.3 Evaluation Policies . . . . . . . . . . 37
5.3.3 EVA Accounting. . . . . . . . . . . . . . . 38
5.3.3.1 Design and Publication of Voucher Documents . . . . . . . . . . . . . . . . 39
5.3.3.1.1 Voucher Certificate . . . . . . . . 39
5.3.3.1.2 Voucher Quarterly Coupons . . . . 41
5.3.3.2 Voucher Flow and Cash Flow. . . . . . . 42
5.3.3.2.1 Coupon Processing . . . . . . . . . 42
5.3.3.2.2 Procedures and Amounts for Pro-Rating Vouchers . . . . . . . . . 43
5.3.3.3 School District Treasurer . . . . . . . 43
5.3.3.3.1 In-District Payment . . . . . . . 44
5.3.3.3.2 Out-of District Payment . . . . . 45
5.3.3.4 Pupil Accounting. . . . . . . . . . . . 45
5.3.3.5 Administrative Costs (EVA & VRC). . . 45
5.4 EVA Staffing Authority. . . . . . . . . . . . 46
5.4.1 Staff Impact Matrix . . . . . . . . . . . . 47
5.4.2 EVA Staff Rationale . . . . . . . . . . . . 48
5.4.2.1 Full-Time Personnel . . . . . . . . . . 49
5.4.2.1-A Diagram No. 1 . . . . . . . . . . . 50
5.4.2.2 Part-Time Personnel . . . . . . . . . . 51
5.4.2.2.1 Parent Counselors . . . . . . . . . 51
5.4.2.2.2 Data Collectors . . . . . . . . . . 51
5.4.2.2.3 Substitute Staff. . . . . . . . . . 51
5.4.2.2.4 Clerical Assistance . . . . . . . . 51
5.5 EVA Budget. . . . . . . . . . . . . . . . . . 52
5.6 Budget Summary. . . . . . . . . . . . . . . . 62
5.6.1 NIE Grants. . . . . . . . . . . . . . . . . 63

6.0 FEDERAL GRANTS. . . . . . . . . . . . . . . . . 64
6.1 Total Incentive Grants. . . . . . . . . . . . 65
6.1.1 Method of Calculation . . . . . . . . . . . 65
6.1.2 Purpose and Use . . . . . . . . . . . . . . 66
6.1.3 Restrictions. . . . . . . . . . . . . . . . 66
6.2 Transportation Grant. . . . . . . . . . . . . 66
6.2.1 Method of Calculation . . . . . . . . . . . 67
6.2.2 Purpose and Use . . . . . . . . . . . . . . 67
6.3 Administrative Grant. . . . . . . . . . . . . 67
6.3.1 Method of Calculation . . . . . . . . . . . 67
6.3.2 Purpose and Use . . . . . . . . . . . . . . 68
6.3.3 Restrictions. . . . . . . . . . . . . . . . 68

Page
6.4 Tuition Grants. . . . . . . . . . . . . . . . . . . 68
6.4.1 Method of Calculation . . . . . . . . . . . 69
6.4.2 Purpose and Use . . . . . . . . . . . . . . 69
6.4.3 Restrictions. . . . . . . . . . . . . . . . 69
6.5 Staff Support Grant . . . . . . . . . . . . . . 69
6.5.1 Method of Calculation . . . . . . . . . . . 70
6.5.2 Purpose and Use . . . . . . . . . . . . . . 70
6.5.3 Restrictions. . . . . . . . . . . . . . . . 70
6.6 Categorical Aid Guarantee . . . . . . . . . . 71

7.0 VOUCHER DISTRIBUTION. . . . . . . . . . . . . . . . . . . 72
7.1 Determine Parent/Legal Guardian Eligibility for Basic Voucher . . . . . . . . . . . . . . 72
7.2 Determine Student Eligibility . . . . . . . . . 73
7.3 Determine Parent's/Legal Guardian's Eligibility to Receive Supplemental Vouchers . . . 73
7.4 Voucher Distribution Process. . . . . . . . . 73
7.4.1 Orientation . . . . . . . . . . . . . . . . 73
7.4.2 Registration Process/Voucher Distribution 74
7.5 "Transfers and Late Entry (Resolution of Disputes)". . . . . . . . . . . . . . . . . . . 75

8.0 TRANSPORTATION. . . . . . . . . . . . . . . . . . . . . 77
8.1 System Analysis . . . . . . . . . . . . . . . . 77
8.1.1 Transportation System Budget. . . . . . . 79
8.2 Two-Way Radio Equipment . . . . . . . . . . . 80
8.2.1 Radio Equipment Cost Breakdown. . . . . . 80
8.2.1.1 Purchase. . . . . . . . . . . . . . . . 81
8.2.1.2 Lease-Purchase. . . . . . . . . . . . . 81
8.3 Predicted Bus Routes. . . . . . . . . . . . . 81
8.4 Summary . . . . . . . . . . . . . . . . . . . . 82

9.0 NEW SCHOOLS . . . . . . . . . . . . . . . . . . . . . . 84
9.1 Assess Interest in Developing New Schools . . 84
9.2 Respond to Interest . . . . . . . . . . . . . 84
9.3 Procedures. . . . . . . . . . . . . . . . . . . 85

10.0 EVALUATION DESIGN . . . . . . . . . . . . . . . . . . . 87
10.1 Matrix of Research Objectives . . . . . . . . 89
10.2 Evaluation Design Content . . . . . . . . . . 90
10.2.1 Procedures and Responsibilities for Voucher Schools . . . . . . . . . . . . . . 90
10.2.2 Checklist for Essential Features for Educational Alternatives . . . . . . . . . . . 91
10.2.2.1 Use of Checklists . . . . . . . . . . . 92
10.2.2.2 Checklist Example--Individualized Instruction . . . . . . . . . . . . . 93
10.2.2.3 Summary . . . . . . . . . . . . . . . . 94
10.2.3 Voucher School Documentation Form . . . . 95
10.2.4 Student Profile Data Form . . . . . . . . . 95
10.2.5 Student Achievement - Student Attitude. . 96
10.2.6 Parent Survey . . . . . . . . . . . . . . . 97
10.2.7 Teacher Survey. . . . . . . . . . . . . . . 100

Page
10.2.8 Policy Maker - Administrator Survey. . . . 102
10.2.9 Duplication of Information . . . . . . . . 102
10.3 Time-Line of Major Evaluation Events . . . . . 103

11.0 PHASE OUT. . . . . . . . . . . . . . . . . . . . . . 112
11.1 Sixth Year (1981-1982 School Year) . . . . . . . 112
11.1.1 Public Information . . . . . . . . . . . . 112
11.1.2 Evaluation . . . . . . . . . . . . . . . . . 113
11.2 Seventh Year (1982-1983 School Year) . . . . . 114
11.2.1 Accounting System. . . . . . . . . . . . . 114
11.2.2 Transportation . . . . . . . . . . . . . . . 115
11.3 Completion of Phase Out. . . . . . . . . . . . . 115
11.3.1 Phase-Out Summary Diagram. . . . . . . . . 116

APPENDICES

A School Descriptive Statement . . . . . . . . . . . . . . 117

B District Meeting Checklist . . . . . . . . . . . . . . . 127

C Sample Budget Form . . . . . . . . . . . . . . . . . . . . 128

D Matrix of Local/State Research Objectives. . . . . . . 130

E Estimated Voucher Value Worksheet. . . . . . . . . . . 135

F Supplemental Voucher Value Studies . . . . . . . . . . 137

G1 Matrix of Potential Alternatives . . . . . . . . . . . 139

G2 Sample School Descriptive Statement Summary. . . . . . 145

H1 Transportation Mileage Chart for Allenstown. . . . . . 148

H2 Transportation Mileage Chart for Candia. . . . . . . . 150

H3 Transportation Mileage Chart for Deerfield . . . . . . 153

H4 Transportation Mileage Chart for Hollis. . . . . . . . 157

H5 Transportation Mileage Chart for Hooksett. . . . . . . 159

I PHASE I Evaluation Design Section. . . . . . . . . . . 162

J Section III, Definitions from Nonpublic School Manual. 169

K Chapter III, Regulations, Procedures, & Safeguards, for the Approval of Nonpublic Schools. . . . . . . . 174

L Chapter III, Additional Statutory References for Nonpublic Schools in New Hampshire . . . . . . . . . 180

Page
M1 Voucher School Documentation Form. . . . . . . . . . . 186
M2 Student Profile Data . . . . . . . . . . . . . . . . . . 188
M3 Parent Survey. . . . . . . . . . . . . . . . . . . . . . 190
M4 Teacher Survey . . . . . . . . . . . . . . . . . . . . . 201
M5 Policy Maker-Administrator Survey. . . . . . . . . . . 211
N Voucher Distribution Registration Schedule . . . . . 220
O Voucher Certificate (Sample Format). . . . . . . . . . 221
P1 Voucher Flow Chart . . . . . . . . . . . . . . . . . . 222
P2 Cash Flow Chart. . . . . . . . . . . . . . . . . . . . 223
Q Annual Budget Preparation Time Chart . . . . . . . . 224
R Proposed Voucher Flow Time Chart . . . . . . . . . . . 225
S Cash Flow from Federal & State Sources Time Chart. . 226
T Glossary of Terms. . . . . . . . . . . . . . . . . . . 227

# NEW HAMPSHIRE EDUCATION VOUCHER DEMONSTRATION

Summary Statements:

1. An Education Voucher Authority will be established to administer the demonstration.
2. If approved by the local districts, the State Board of Education, and the National Institute of Education, the demonstration will be fully operational for (5) five years with an additional (2) two years for phasing out the demonstration's functions and activities, with annual consideration optional for all parties (State Board, Local districts, and NIE).
3. A local Voucher Review Committee will recommend to the Local School District Board the voucher values for consideration at the annual school district meeting.
4. A voucher, representing a sum of money, will be provided every district-resident parent/legal guardian for each eligible child.
5. The parent/legal guardian may cash the voucher at any public or private N. H. State Board (or its counterpart in other states) approved school in the continental United States that is willing to accept it as full or partial payment for education services.
6. Any school accepting vouchers must certify that it is legally qualified to accept public monies for the educational services it renders.
7. No fee transportation will be provided (within the provisions of existing State Statutes) for all participating children attending any approved school within the contiguous districts of the participating district.
8. Local districts will be expected to maintain the existing level of financial effort to support education in the district. Additional costs due to the implementation of the demonstration will be borne by the National Institute of Education as part of their commitment to the demonstration.
9. A sum of money, equal to 30 percent of the district's total appropriation in the 1975-'76 budget, will be given to each local district as an incentive for participating in the demonstration.
10. Parents may transfer their children from one alternative to another at any time of the year during the demonstration.

11. Public schools will operate with the monies received from the vouchers of pupils attending those schools plus any additional amount voted by the district at the annual meeting.

12. A local school board may operate several schools at the same grade level with different programs, but these would qualify as only one alternative for parental choice. There must also be another separate, autonomous unit available to provide parents with a minimum choice of one other alternative for which no-fee transportation will be provided by the local district for all participating students eligible under existing statutes that detail transportation limitations.

AFTER THIS REPORT WENT TO PRESS, ITEM 12 WAS CHANGED TO READ THUS:

12 AN "ALTERNATIVE PROGRAM" IS ONE THAT CAN BE PROVIDED IN THE SAME PUBLIC SCHOOL WITHIN THE DISTRICT, ANOTHER PUBLIC SCHOOL OR PRIVATE SCHOOL WITHIN THE DISTRICT, OR TO PUBLIC SCHOOLS OR PRIVATE SCHOOLS OUTSIDE THE SCHOOL DISTRICT.

## 1.0 VOUCHER REVIEW COMMITTEE

In the New Hampshire Education Voucher Demonstration, the value of the basic and supplemental vouchers which the parents may use to purchase educational services for their children is determined by the local district voters on the advice and recommendation of the local Voucher Review Committee, hereafter referred to as the VRC.

The community as a whole will set the value of the vouchers through its normal political and budgetary processes throughout the demonstration. To accomplish this purpose, a VRC shall be established by the school board of the participating district to advise and inform the community on this matter.

### 1.1 VRC Membership

The local school board in each participating district shall appoint four members to the VRC. When selecting the membership, the school board should consider both parents and non-parents from the local district. A fifth member, who shall serve as chairman, will be selected by the first four.

### 1.2 Functions

Each year between September and November the VRC shall review the prices (tuition rates) charged by all feasible educational alternatives available to their respective districts.

Upon completion of the review, a written recommendation for basic and supplemental voucher values will be submitted to the local school district boards with the appropriate data and rationale for the voucher values.

The recommendation must be submitted on a time schedule that is compatible with school board, budget committee, and district meeting requirements.

A second function of the VRC is that of providing a summary of the relevant data describing (see Appendix A, School Descriptive Statement) the educational programs offered by the alternatives examined by the VRC.

### 1.2.1 Exception

In the first year of the project, the VRC will be appointed after the 1976 school district meeting if the community votes in favor of implementation. Consequently, the voucher value will be recommended by the school board for school year '76-'77 via a warrant article to the local budget committee for consideration prior to the school district meeting. This will provide the community the opportunity to accept, amend, or reject the recommendations.

### 1.3 Staff Support and Funding

Given the function and tasks to be accomplished by the VRC, staff and funds must be provided.

Staff support will be provided by the Education Voucher Authority. (See Section 5.) However, part-time staff on-site and funds must be available to the VRC for its operation.

## 1.3.1 VRC Budget

| Account No. | Description | $ Amount |
|---|---|---|
| 110.3 | Part-time assistance<br>30 hrs. per wk. x 8 wks. x $3 | $720.00 |
| 190.1 | Travel<br>200 miles x .12¢ = $24<br>meals 25 | 49.00 |
| 190.2 | Supplies | 200.00 |
| 645 | Phone | 50.00 |
| 850.3 | Fixed charges - .0585 x $720 | 43.00 |
| | TOTAL ESTIMATED COST PER DISTRICT | $1,062.00 |

## 2.0 DISTRICT MEETING

The New Hampshire annual school district meeting, held in early spring, is the time and place when the citizens of each local school district officially elect their local school board members on a rotating basis and instruct them as to the amounts of money they can spend on education for the coming year. They also discuss and bring to a vote, by the community, other major educational decisions which are brought before the body. The warrant article is the format used to bring these decisions to a vote. The question of voucher implementation for five districts in New Hampshire will be one of the major educational decisions made in the spring of 1976 by such an article.

### 2.1 The Warrant and Voucher Related Articles

"The warrant is the most important document connected with the school district meeting. It is addressed to the voters of the district and warns them of the time and place of the meeting and the subject matter of the business to be acted upon. The school board is responsible for its preparation. The warrant must contain the place, day, and hour of the meeting. If school district officers are to be elected, the warrant must also specify the time the polls open and the hour before which they may not close. The school board decides on the articles which it wishes to place before the meeting. In general, the first article deals with the election of officers if they are to be elected at the school district meeting. If, however, the school district has voted in a prior year to elect its officers together with the town officers, the school board must issue a separate warrant for this election, and this article is omitted in the school district warrant." (References RSA 197:5, RSA 59:41 (P, and El. Laws), RSA 197:1-g) (NH ANNUAL SCHOOL DISTRICT MEETING HANDBOOK,1972.)

The following article, for the 1976 annual meeting in the participating districts, is recommended to be the article proposing voucher implementation. The recommended article is as follows:

To see if the District will vote to approve the implementation of the New Hampshire Voucher Demonstration by:

a) Accepting the rules and regulations of the demonstration as approved by the State Board of Education in accordance with RSA 194-A:3.

b) Approving individual voucher values as follows for 1976-1977:

Basic Elementary $______________
Basic Middle/Jr. High $______________
Basic Secondary $______________
Special Education $______________
Vocational Education $______________

Such implementation to commence in the 1976-1977 school year for a period of five years being subject to annual review by the District.

"The articles placed in the warrant by the school board may deal with any aspect of school administration or financing which can legally come before the voters.

Financial articles are usually placed last in the warrant. It is accepted practice to insert an article requiring authorization from the district to accept and disburse funds received from federal, state, private, and other sources. The estimates of these funds are to be included in the budget form which is posted with the warrant. If the school district operates under the Municipal Budget Law, it is suggested that the warrant articles requesting money carry a notation as to whether this request was or was not recommended by the budget committee. The article dealing with the total appropriation for schools for the ensuing year is generally placed next to the last." (NH ANNUAL SCHOOL DISTRICT MEETING HANDBOOK, 1972.)

The recommended "total appropriation" article for the participating districts would be:

> To see what sum of money the District will raise and appropriate for the education of its school-age children, including the salaries of School District officers and agents and payment of statutory obligations of the District, and to authorize the application, appropriation and expenditure of such sums as are estimated to be received from federal, state, and local sources, the school board to certify to the selectmen the balance between the

estimated revenue and the appropriation, which balance is to be raised by taxes by the town. The Budget Committee recommends $_________________________________________
(total appropriation with vouchers).

### 2.2 Pre-Meeting Procedures

The superintendent and his staff, acting as agents for the respective local boards, must fulfill several statutorily required acts to assure that all citizens have been duly and legally informed of all aspects of the annual meeting. A checklist of those pre-meeting activities is detailed in Appendix B. On that checklist, two procedures are worthy of particular attention, the Preliminary Budget Finalized and the Budget Committee Public Hearing. (Note starred items, Appendix B.)

### 2.2.1 Preliminary Budget Finalized

The process of developing a budget is lengthy and arduous. Upon completing an assessment of its educational needs, each district develops its own budget. However, in all districts under the Municipal Budget Act, a mandatory requirement is that the town budget committee review and recommend the school budget as a part of the total town budget. With this in mind, many districts work with the town budget committees during the entire process of developing the district budgets in order that questions are addressed as they arise. In communities not under the Municipal Budget Act, the preliminary budget is finalized and then reviewed with the budget committee prior to the public hearing.

Preparing the budget for a proposed voucher implementation requires special consideration. In reality, two "budgets" need to be prepared--one with the voucher demonstration costs included and one without these costs. Statutorily, the budget committee can recommend only one budget to be posted. Therefore, the two must be adjusted to appear as one. The mechanism to accomplish this has been developed after consultation with several people from the State Department of Education and the Department of Revenue Administration, in particular Mr. Fred LaPlante, Director of Municipal Accounts Division.

### 2.2.1.1 Voucher Budget Presentation Philosophy

In order to present a single budget to the school district for review at the public hearing and for action at the annual meeting, it will be assumed at first, that the voucher article will be passed. Therefore, the budget will be prepared with the voucher expenditures and revenues included. In the event that the voucher article is defeated, the specific voucher expenditures and revenues would then be deleted before the budget article comes to the floor and a motion made by an authorized representative of the board to reduce the total appropriation as posted to a total appropriation excluding the costs and revenues of a voucher demonstration. The rationale for this procedure is that statutorily a posted budget can only be increased by 10 percent, but it can be decreased by any amount.

### 2.2.1.2 Voucher Budget Preparation Procedure

Every district budget for the first and ensuing years of the demonstration will contain the items normally budgeted for the operation of the public schools plus additional voucher related items. Because a state-wide budget form is in use and modification of this form for five of the 167 districts would be unfeasible, it is necessary to utilize the existing forms and mold the procedure to conform. Consequently, existing accounts in the appropriate series; for example, "Other Expenses," may be identified as voucher accounts, or the total voucher expense may be placed on a blank line at the bottom of the form. (See Appendix C.)

### 2.2.2 Budget Committee Public Hearing

The preliminary district budget, developed as described above, will be presented at the public hearing of the budget committee. This budget, although appearing on the standard form, will have been developed from four major information sources; namely,

1. the normal district budget as prepared by the principals, superintendent, and local board;

2. the voucher values as determined by the Voucher Review Committee times the eligible children as determined by the school census to obtain the total voucher amounts;

3. the estimated budget for the administration of the voucher implementation; and,

4. the amount of Federal assistance offered to the district in return for participation in the voucher demonstration.

The interrelationship of these sources is rather complex but will be explained as clearly and simply as possible.

### 2.2.2.1 Proposed Budget Expenditures

The first three of the aforementioned sources relates primarily to the expenditures of the district and the first two of these sources are closely related. Normally, district tuition liability is determined by the current expenses of operation. These current expenses of operation are defined statutorily (RSA 193:4 and 194:27) as "all costs except costs of transportation of pupils and except capital outlay and debt obligations, provided that to the above may be added a rental charge of two percent of the capital cost of such (elementary, junior high, secondary) school facilities as may be defined by the State Board of Education." The total "grade level" appropriation shown on the bottom line of the budget form is the total expense of operation as defined when pupil transportation and capital outlay and debt service are subtracted and the two percent rental charge is added. This total is the expense which a voucher is expected to cover. Therefore, this total amount is compared with the total amount anticipated from vouchers, both basic and supplemental, received at the proposed voucher value. The difference between these two amounts is the amount related to the voucher demonstration and may be shown in the 290 account, "Other Expenses" or in the separate "Voucher Account."

Transportation costs will be divided into two parts, those regularly borne by the district, which will come from the school board's budget, and those borne by NIE which are the result of the voucher demonstration (incremental costs). Capital outlay and debt service estimated expenditures can be taken from the school board's budget; and when the two percent rental charge is subtracted, can be included in the comparison to determine the difference between operating expenses with vouchers and operating expenses without vouchers.

Expenses for the administration (EVA and VRC) of the demonstration (as described in Sections 1.0, 5.5, and 6.3 of this report), which will be shared proportionately by the districts, may be shown in the 1477.9 account, or included in the separate "Voucher Account."

### 2.2.2.2 Proposed Budget Revenues

To this point, the voucher demonstration has implied that additional expenses will be generated as part of the demonstration agreement. However, costs due to the demonstration will be borne by NIE, plus an additional "incentive grant" will be provided each district for participating. These revenues will be shown in Section III of the budget form F-I as Revenue from Federal Sources. (See Sections 5.5 and 6.0.)

### 2.2.2.3 District Assessment

The difference between the total appropriation and the total school revenues and credits is the district assessment. The assessment is the amount which the town must raise in taxes. Considered by many the most important amount in the budget, this is the amount which directly determines the tax rate for the School District.

This assessment amount is particularly important for comparing a "voucher" and "non-voucher" budget.

## 3.0 VOUCHER VALUE

The Voucher Review Committee, as described in Section 1.0, will determine annually the values of the voucher types (basic and supplemental), to be recommended by the school board at the annual school district meeting. The recommended definitions, methods of calculation, and procedures to accomplish this have been developed to provide the needed information for the first year of implementation. Once the VRC is active, however, the methods and procedures can be modified by them as desired.

### 3.1 Voucher Definitions

The specific types of vouchers and voucher values which have been developed for local review are defined as follows:

| | |
|---|---|
| BASIC VOUCHER:<br>Elementary<br>Middle/Jr. High<br>High School | A certificate representing a sum of money, the maximum value of which is recommended annually by the Voucher Review Committee, voted by the School District, and issued by the local school board to parents for the education of their children in regular "grade level" programs. |
| SUPPLEMENTAL VOUCHER:<br>Special Ed.<br>Vocational Ed. | A certificate representing a sum of money, the maximum value of which is recommended annually by the Voucher Review Committee, voted by the School District, and issued by the local school board to parents for the education of their children who are eligible for these specific certificates. Eligible students for special education are determined by the District Board, or their designate(s). Eligibility for vocational education is determined by the parent. |

| | |
|---|---|
| MINIMUM VOUCHER VALUE: | A single base amount below which no voucher value in succeeding years can be approved. |
| ANNUAL BASIC VOUCHER VALUE:<br>Elementary<br>Middle/Jr. High<br>Secondary | The maximum value of a basic voucher as defined. |
| SUPPLEMENTAL VOUCHER FACTOR: | A factor established annually by the VRC to determine the value of "special" vouchers in relation to the basic voucher value. |
| SUPPLEMENTAL VOUCHER VALUE: | The maximum value of a supplemental voucher as defined in Section 3.3.2. |

## 3.2 Methods of Calculation

| | |
|---|---|
| MINIMUM VOUCHER VALUE: | The minimum value for each type of voucher defined previously will be determined as the value of the voucher approved in the first year of the demonstration. |
| BASIC VOUCHER VALUE: | The total "grade level" appropriation of any current budget, less pupil transportation and expenditures to other than public schools, plus a rental charge of 2 percent of the replacement cost of buildings and equipment as reported on the current "Opening Day" report, plus a percent increase for annual increases in cost (to be determined by the VRC), plus an amount to provide an alternative, if necessary, divided by current fall enrollment of public schools for "grade level" pupils as reported on the General Fall Report. (See Appendix E.) |
| SUPPLEMENTAL VOUCHER FACTOR: | Ratio of special program costs to standard program costs to be determined by the VRC. The Special Education Voucher value will be (1.38) times the annual basic voucher value for the first year.<br>The Vocational Education Voucher value will be (1.27) times the annual basic voucher value for the first year. |
| SUPPLEMENTAL VOUCHER VALUE: | Multiply the annual basic voucher value by each supplemental voucher factor. |

## 3.3 PROCEDURES

### 3.3.1 Basic Voucher Value

To determine the voucher values to be used in estimating the budgets for approval at the spring 1976 school district meeting, a worksheet was developed to follow the procedure recommended. This worksheet with detailed instructions is shown as Appendix E. The values so determined by each district will be the basic voucher values for the first year of the demonstration ('76-'77). These values will also be established as the minimum voucher value.

### 3.3.2 Supplemental Voucher Value

In addition to the basic voucher values, certain programs exist which are more costly per pupil than the "standard" programs. Pupils eligible for these programs would be entitled to a supplemental voucher, the value of which is also determined by the VRC after the first year. A study of the various possible "special" programs was completed. As a result, for the first year, special education and vocational education programs are to be considered for supplemental vouchers. These programs are well defined; and as a result of the investigation of program costs by the Study and Planning Project staff as well as consultants, it has been determined that special education programs cost 1.38 times a "standard" program while vocational education costs 1.27 times as much. Details of this determination are shown as Appendix F. When the VRC is in operation, one of its responsibilities will be to review these factors as well as the need for additional supplemental types of vouchers; whereas the local school board will be responsible for determining the eligibility requirements of children applying to receive these supplemental vouchers.

## 4.0 VOUCHER USE

The New Hampshire Education Voucher Demonstration prescribes that parents be afforded choice between two educational alternatives for each eligible child in the district. In order to choose, there must be more than one school--"eligible provider"; consequently, there must be an alternative school or supplier of education.

Choice in the New Hampshire Education Voucher Demonstration means the ability of all parents of children in grades 1-12 in participating districts to have the option to decide, on the basis of the parents' priorities and information, where to send their child(ren) to school.

A choice of alternatives exists if the voucher value provides the parent with the option of sending his child(ren) to more than one "eligible provider." All parents must be able to send their child(ren) to an approved public or private school other than the neighborhood school to which their child(ren) is/are presently assigned or assignable if they so choose. To use the language of the PHASE I REPORT, August, 1975, "The parent must be able to choose between at least two alternatives, 'eligible providers,' two separate, autonomous providers of education."

All parents will be provided with at least a minimal educational budget, defined as the voucher, which will enable them to exercise the right to choose between at least two "eligible providers."

## 4.1 Geographical Limitations

An education voucher may be used by any legally qualified parent or guardian resident of the voucher district to buy education for his/her child (grades 1-12) at any public or private "eligible provider" in the continental United States that is approved by the New Hampshire State Board of Education; or in the instance of out-of-state providers, that is approved by the responsible public authority in its respective state.

## 4.2 Standards and Procedures for State Board Approval of Eligible Providers Under RSA 194-A

"The statutory requirements for eligible provider status are set forth in RSA 194-A:1, IV. They are itemized in tabular form, as follows. An eligible provider:

a. Provides education in kindergarten or grades 1 through 12 or equivalent, or any combination thereof. (For this demonstration, grades 1-12)

b. Is located inside or outside the State but within the fifty United States. (REVISED FEASIBILITY STUDY, 1973, p. 15)

c. Is established, operated, or governed by public authority or supported by public funds; or

d. Is otherwise established, governed, or supported so long as the institution may receive public funds in exchange for provision of child benefit services consistent with the United States and New Hampshire Constitutions.

e. Has agreed to accept vouchers in full or partial payment for services it provides to pupils.

f. Has agreed to comply with application regulations of the State Board.

g. Has been approved by the State Board as an eligible provider.

The State Board's procedures for approving applications require all applicants to include the following information: (Items keyed to the list on the previous page.)

a. What educational services are provided by the applicant.

b. Where the applicant is located.

c. Whether the applicant is established, operated, or governed by public authority or is supported by public funds; and if so, in what manner.

e. Whether the applicant has "with sufficient authority" (i.e. by a vote of its governing body) agreed to accept vouchers in full or partial payment.

f. Whether the applicant has agreed to abide by State Board regulations governing activities of eligible providers." (Memo from Martin Gross, August 8, 1975.)

"In addition, for the applicant who is not established or governed by a public authority nor wholly supported by public funds ("non-public school"), as part of its application for approval as an eligible provider, shall:

1. Provide detailed description of the applicant's establishment, governing body, and financial support.

2. Certify that the applicant is constitutionally qualified to receive public funds in exchange for providing child benefit services, that is educational services directly benefiting the child. (This is not to be construed as a restriction on use of voucher revenues so long as they are used for the provision of educational services consistent with any Constitutional limitations.)

3. Agree that the applicant will defend its certification of eligibility to receive public funds and that it will also defend and hold harmless the State Board of Education or any local Board in the event of such a court test.

4. Agree to repay any public funds if the applicant is

found to be constitutionally ineligible to receive public funds.

5. Demonstrate the applicant's financial capacity to defend its eligibility certification and to make any court-ordered refund.

6. If the applicant is located within the State of New Hampshire, demonstrate that it has obtained approval from the State Board of Education in accordance with procedures outlined in Regulations And Procedures For Non-Public Schools in New Hampshire.

7. If the applicant is located outside the State of New Hampshire, provide evidence that it has been approved by the responsible public authority of the state in which it is located as qualified to offer the educational services for which it is seeking eligible provider status." (Letter from Martin Gross, October 10, 1975.)

### 4.3 Procedures for Following and Cashing Vouchers Taken Outside of Each District

Following a mandate to implement an education voucher demonstration in New Hampshire, the voucher distribution process will be put into action (see Section 7) resulting in the issuance to eligible parents of education voucher(s) for their child's(ren's) education.

Some of these vouchers will be cashed within the parents' home school district. Others, however, will choose to spend their vouchers at private or public schools outside the district.

Both procedures and a schedule have been developed which will enable the EVA to follow as well as authorize cash payment for education vouchers taken outside of each district.

#### 4.3.1 Following Vouchers Taken Outside Each District

The initial step in following education vouchers will be to assign each eligible student in a participating district a numerical code/identification number. (An interpretation of the coding system is given in Section 5.3.3.)

This numerical code number will be printed on the student's education voucher for school year 1976-1977 and will remain his identification number for the duration of the education voucher demonstration.

These student identification/code numbers will provide the EVA with the mechanisms for following 1) vouchers taken outside of each district, 2) vouchers remaining in each district, and 3) students for the purpose of evaluation as well as to ensure confidentiality of student information through a scrambling technique.

The manner in which the code will serve as an identification mechanism for those vouchers taken outside each participating district will be seen in Section 4.4.

### 4.3.2 Cashing Vouchers Taken Outside of Each Participating District

Authorization for the payment of cash for all education vouchers must come from the EVA. (see Section 5.3.3.)

For those vouchers which have been taken outside of the participating district, authorization for cash redemption shall be given by the EVA upon submission of required information by the schools in accordance with the formulas and procedures of the education voucher demonstration (**see** Section 10) as well as upon the EVA's verification that the voucher is valid, and upon verification that the student named on the voucher coupon is in fact registered or in attendance at the school.

For those vouchers which have remained in the participating district, this authorization will not be necessary. The EVA will perform a simple verification step to facilitate the evaluation-design component of the demonstration. (For a more complete discussion of cashing vouchers in participating voucher district schools, see Section 5.5.3.)

The schedule for the redemption/cashing of vouchers taken outside each district follows in Section 4.4.

## 4.4 Schedule for Redemption/Cashing of Vouchers Taken Outside of Each District

### First Quarter

| | |
|---|---|
| June 1 - July 31, 1976 | -- Schools send first-quarter voucher coupons to the EVA by:<br>a) certified mail, or<br>b) hand delivery. |
| Within one working day of receipt of voucher coupons at EVA office. | -- EVA verifies that voucher coupons received are authentic (not counterfeit).<br>-- EVA issues a receipt to the schools for authentic voucher coupons. |
| Verification Process | -- EVA verifies that<br>a) the school is an "eligible provider."<br>b) the school is willing to comply with the rules and regulations of the voucher demonstration.<br>c) the students are registered at the school or are in attendance at the school. |

### IF VERIFICATION PROCESS PROVES POSITIVE,

Cashing Authorization Approved -- EVA sorts the voucher coupons submitted by each school (according to district of residence and authorizes the respective district treasurers to issue payment to the schools on or before August 31, 1976 for the first quarter of the demonstration.

### IF THE VERIFICATION PROCESS PROVES NEGATIVE,

Cashing Authorization Denied -- EVA issues denial to the school(s) in question with rationale for such denial.

This aspect of the voucher cashing process will remain the same for the remaining quarters of the demonstration. (See Appendix P for a pictorial diagram.) The time schedule will be similar in that it will take approximately one month to complete the cashing cycle. (See Appendix R for a time line.)

The student-following aspect of this particular process occurs at the time the EVA sorts the voucher coupons submitted by each school (according to the sending district of the student) and forwards these names/coupons to the respective district treasurers thus facilitating the use of this identification of the location of voucher students by other components of the EVA.

## 5.0 ADMINISTRATIVE MECHANISMS

For the purposes of administering the voucher demonstration, an Educational Voucher Authority (EVA) will be created. An EVA is necessary in order that several separate school districts will be provided with the necessary assistance for the demonstration. The EVA is an administrative unit, providing staff, facility, and technical assistance as prescribed by demonstration and district needs.

### 5.1 EVA Legal Authority

The EVA will be established as a non-profit corporation, providing administrative and technical assistance to the school districts participating in the New Hampshire Education Voucher Demonstration.

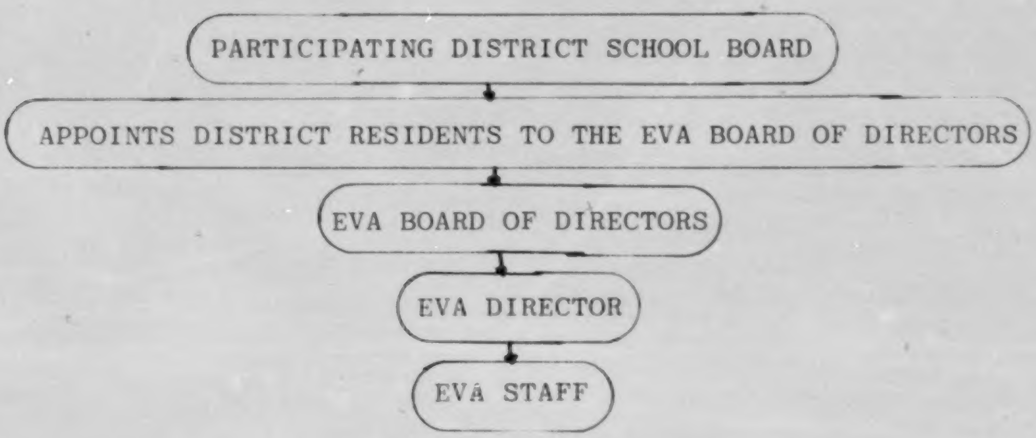
### 5.2 EVA Board Membership

The EVA will be governed by a board of directors, who are appointed by each participating school district board. One individual (district resident) from each participating district will be appointed by the members of the local district board. The total membership of the EVA Board will elect a chairman from the membership. An individual's term of membership will be for one year, with reappointment for an additional year determined by the district school board.

### 5.2.1 EVA Board Functions

The primary function of the EVA Board is in the development of policy which will aid in the operation of the voucher demonstration within the participating districts in New Hampshire. The EVA Board shall also have the responsibility of selecting an EVA Director. With the recommendation of the EVA Director, the Board will appoint a demonstration staff. A secondary function is to maintain communication with the local districts with regard to the demonstration's tasks and activities. Needless to say, the communication is two-way--one of providing school district personnel and community members with information and also one of providing the voucher demonstration staff with information relative to local concerns and activities that would affect the demonstration's goals.

EVA BOARD DIAGRAM


PARTICIPATING DISTRICT SCHOOL BOARD
APPOINTS DISTRICT RESIDENTS TO THE EVA BOARD OF DIRECTORS
EVA BOARD OF DIRECTORS
EVA DIRECTOR
EVA STAFF

### 5.3 EVA Functions

The EVA will be responsible for three major functions. These functions are PUBLIC INFORMATION--private schools, public schools, and parent/non-parent populations; EVALUATION--coordinating long-term federal, State, and local evaluations, conducting short-term evaluation needs of the demonstration and participating districts; and ACCOUNTING--monitoring voucher students, project funds, and district expenditures.

### 5.3.1 Public Information

The success of the education voucher demonstration is dependent upon the free flow of certain basic and objective information among the many diverse elements within the participating communities and in the State as a whole. The primary assumption which underlies the operation of the public information office is to provide complete and accurate information about all aspects of the voucher demonstration to the citizens of the participating school districts.

### 5.3.1.1 Staffing

It will be the responsibility of the director of the EVA to appoint a director of the public information office hereafter known as the PIO.

Additionally, the director of the public information office will be provided with a support staff of the following:

2 office support persons with secretarial and clerical skills.

8 parent counselors--one for every 500 students in the voucher demonstration.

Financial support for the public information office and its staff will be borne by the federal government. (See the EVA budget - Section 5.5.0)

#### 5.3.1.2 Location

The public information office will be centrally located working directly under the EVA and responsive to all components of the system.

#### 5.3.1.3 Functions

The public information office will be responsible for collecting, verifying, and disseminating information relevant to the voucher demonstration, as well as for distributing vouchers. (For further details on voucher distribution see Section 7.0.)

#### 5.3.1.4 Collecting Information

It shall be the responsibility of this office to collect descriptive data from all the public schools in the demonstration site as well as from all other public and private schools who wish to participate by accepting voucher students.

The public information office will have the authority on behalf of the EVA to request that all participating schools, as a condition of their participation, agree to supply the information in the form and at the times requested by the public information office. (See Section 10.0.)

In order to avoid unnecessary duplication of activity, the public information office will coordinate all additional data collection activities with the other components of the EVA.

### 5.3.1.5 Verifying Information

In order to minimize the possibility of fraudulent representation, it shall be the responsibility of the New Hampshire State Board of Education to continue to execute its policy for approving schools. By the same token, the State Department of Education shall continue with its established process for verifying the public information distributed by participating schools.

This combination of regulatory and controlling capabilities of the State Board of Education and the State Department of Education plus the activities of the Nonpublic School Advisory Council will monitor "truth in advertising" to a degree sufficient to meet with the requirements of the evaluation design.

However, as an additional measure of protection for the consumer/parent, it shall be the responsibility of the public information office throughout the five years of the demonstration to report to the State Board of Education any challenge or complaint brought to its attention by parents or legal guardians of participating students. (CSPP, November 11, 1975.) (For additional discussion of voucher verification and procedures, see Sections 4.0, 7.0 and 10.0.)

### 5.3.1.6 Disseminating Information

It shall be the responsibility of the public information office to disseminate collected and verified information on a continuous basis throughout the five years of the demonstration.

Dissemination strategies will include the use of the following:

1. public hearings
2. written materials to be mailed or hand carried
3. use of public media--newspapers, radio, television
4. small group meetings
5. telephone surveys
6. parent counselors

Recognizing the difficulty and importance of reaching every parent, the public information unit of the EVA will use a number of communication channels to assure that each parent is informed, including:

a) School meetings: Meetings to present the voucher concept and discuss the available educational options both within and without the district, including a discussion of the transportation policy, will be held in every school in the demonstration area, as well as meetings to introduce the parent counselors and EVA staff.

b) Written material: Written information explaining the voucher concept New Hampshire will be demonstrating will be given or mailed to all parents living in the demonstration area. Other types of written information to be disseminated to parents include:

--information sheets introducing the parent counselors

--instruction sheets and checklists as well as names and addresses of people to contact for specific help with specific problems; such as, who to contact for supplemental voucher eligibility status determination.

--a matrix of identified, committed educational alternatives in the voucher districts and in those contiguous voucher districts. (See Appendix G1 for sample format.)

--a catalog of program summaries of the above matrix of educational alternatives. (For a sample format, see Appendix G2.)

--a list of private schools in New Hampshire and the New England States with an invitation to come to the parent counselor's office to review those materials on file there.

--a booklet which will offer guidelines for parents to follow in choosing schools.

--pre-voucher registration information.

--and any other information which is required by the demonstration.

c) Media: Every effort will be made to use radio, television, and newspapers to present basic information about the demonstration and its major components, choice of educational options, voucher value, transportation, and alternatives.

d) Individual meetings: Parents who do not respond to the foregoing measures will be individually contacted by parent counselors. No parent will be forced to speak with a counselor, but every parent will be given the opportunity to have such a meeting. Parents will be contacted via mail, telephone, or student carried notices.

The public information office will also have the additional capacity to both react to requests for information as well as to generate materials which will serve to heighten the demonstration's visibility within the State and Region.

### 5.3.1.7 Parent Counselors

The primary task of the parent counselors is to disseminate voucher information and provide counseling to parents.

Because the parent counselors interface so closely with the consumer (parents/students) and the schools (administrators/ teachers), it cannot be overemphasized that this group be well qualified in the areas of objectivity and sensitivity.

The parent counselors will be directly responsible to the director of the public information office for the dissemination of voucher information to parents.

Upon implementation of the voucher demonstration, the parent counseling staff will be secured and housed in their respective districts.

The parent counselors will be given an intensive orientation on the voucher concept and the duties, tasks, and skills required of them in performing their roles.

Pre-service as well as on-going in-service training in human relations skills will be afforded the parent counselors during the demonstration.

Periodic staff meetings will be held to share information, to work out any problems which may develop, and to make plans.

Each parent counselor will be assigned a work load of no more than 500 students.

To be most effective, the parent counselor will be located in a neutral office in the district which he is serving. The office will be separate and apart from any existing school in order that objectivity can be maintained.

It cannot be overemphasized that the parent counselor must retain a high degree of objectivity in assisting parents to make choices about their child's(ren's) education.

The following questions are some of those to which the public information office, the parent counselors, and school personnel anticipate having to respond:

a) What are the two alternatives the school district has identified for my child?

b) Who pays for the transportation?

c) What are the admissions criteria for the schools you have identified as alternatives for my child?

d) Are these the only schools I can choose for my child?

e) Where can I get information about some of the private schools in this area?

f) How does this program affect my child in special education classes?

g) Who is paying for this program?

h) Will this program raise our taxes?

i) If my child does not like the school I send him to, can he change schools before the end of the year? How often can he change?

j) What are the bus routes?

k) When and how must I notify the school authorities of my decision for my child?

l) How can I get more information about schools?

m) How can I find out what schools have room for more students?

n) Is my child guaranteed a place in the school he is attending now? Is it necessary to re-register my child for next year?

o) How can I judge which school is best for my child?

p) What is the responsibility of the School Board for my child's education?

q) How many years will I be able to make this choice for each of my children?

r) Who will pay for my child's books if I choose to send him/her to a private school?

s) Who decided the value of the voucher?

t) When and how do I get the voucher for my child?

u) Who will be evaluating this project?

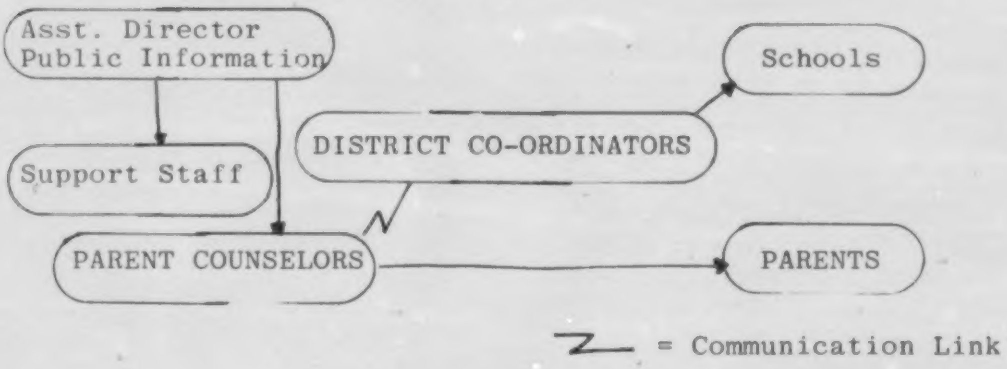
v) When and how do I go about registering my child for the school I select?

w) Can I send my child to school outside this State?

x) Why is our district doing this?

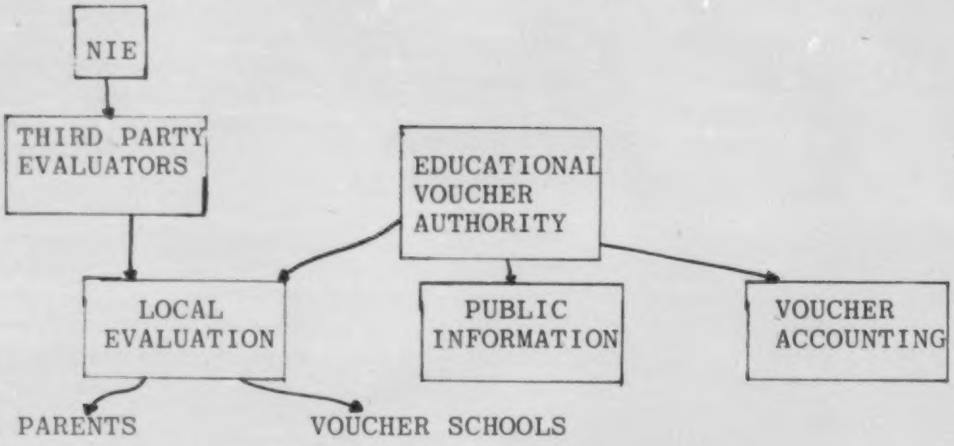
PUBLIC INFORMATION OFFICE

LINE/STAFF RELATIONSHIP



### 5.3.2 Evaluation

As mentioned previously, the EVA would have as a major function the responsibility of coordinating the evaluation tasks of the voucher demonstration. With this in mind, detailed below are the functions and policies for this subunit of the EVA. The actual evaluation design can be seen in Section 10.0 of this report. The overall organizational structure for the evaluation unit would be as follows:



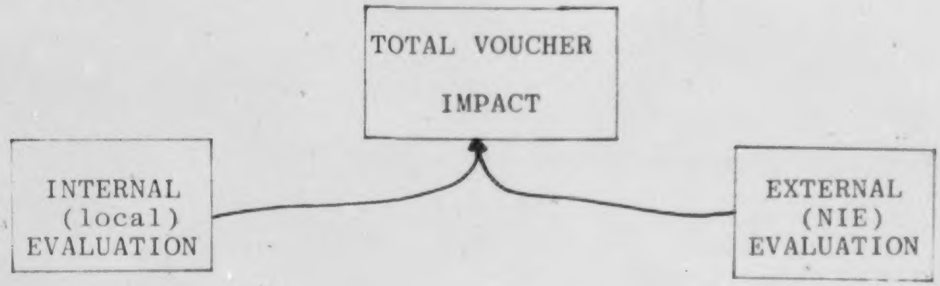
### 5.3.2.1 Function

The local evaluation subunit would direct those internal evaluation activities which result in data needed for local and State purposes. These data would relate primarily to the unique features of the schools and their programs. Much of the data gathered for local/State purposes would be used by the schools themselves to better describe their programs and monitor their programs as unique choices available to parents. The public information subunit of the EVA (see Section 5.3.1) would also make use of these local evaluation findings to better inform the public of the various options available. While this unique data (such as student profiles, descriptions of special programs in schools, description of demographic profiles of schools, student achievement, and student attitudes) would be primarily for local use, it would be available to NIE or its evaluation contractor if needed.

### 5.3.2.2 Responsibility

NIE will have the responsibility, through its contractor for evaluation to develop those COMMON data elements which must be compiled from all schools in all communities. Overriding research issues of material importance would be the responsibility of the EXTERNAL evaluation effort and would surely include community, parent, and political factors of influence which affect the total impact of the voucher test.

Prior to actual implementation, the INTERNAL (local) and EXTERNAL (NIE contractor) evaluation designs would be made compatible to avoid duplication of effort and to insure that all research issues are addressed by one unit or the other. When this is done, the combined evaluation effort will yield a complete picture of the COMMON and UNIQUE effects of the voucher test.



### 5.3.2.3 Evaluation Policies

The policies listed in the PHASE I REPORT will be in effect to assure local involvement, confidentiality, respondents' rights to privacy, and overall conduct of the total evaluation program. They are repeated here for emphasis.

1. On-site observation and documentation of voucher-related activities by evaluators will be coordinated by the local voucher administration, with the exception of the site-historian.

2. Data collected by the evaluation staff will be made available to other evaluators whenever such information is requested.
3. Data released to researchers will either be in aggregated form or stripped of personal identifiers so that confidentiality is maintained.
4. The evaluation staff will not disrupt the educational routine of test schools.
5. Any school receiving students with vouchers will be required to fulfill the data collection requirements.
6. Only data which is needed for evaluating the agreed-to issues will be collected at the local level.
7. Duplication of data collection activities will be avoided.
8. All data collection activities will flow through the EVA for coordination.
9. Local voucher administration, NIE personnel, State staff, and identified consultants or agencies will design questionnaire instruments. The developed instruments will be reviewed by local personnel.
10. Final revised instruments must be given clearance by the local voucher administration, the State, NIE, and OMB.

### 5.3.3 EVA Accounting

One of the primary functions of the EVA is that of administering the accounting mechanisms by which schools (eligible providers) redeem the vouchers they receive for cash. There are several administrative considerations that relate to "redeeming a voucher for cash." They are as follows:

1) Staff support for the needed tasks (See Section 5.4.)
2) Design and publication of voucher documents
3) Distribution of vouchers (See Section 7.0.)
4) Voucher flow and cash flow (See Appendices P1 & P2.)

This section deals with items #2 and #4 above as the other tasks have been documented in their respective sections.

### 5.3.3.1 Design and Publication of Voucher Documents

Vouchers will be single-paged documents suitably designed and printed under the supervision of the EVA staff. Although the actual design has not been finalized, a sample of a possible document is shown in Appendix O.

Each voucher will consist of five sections, the certificate and four quarterly coupons, with each district's vouchers a different color.

#### 5.3.3.1.1 Voucher Certificate

Within the final design of the certificate, the following information is considered necessary:

1) Student name and identification number
2) Type of voucher (basic or supplemental)
3) "Grade level" of voucher
4) Issuing district
5) Maximum value in dollars

6) Local district representative signature

7) Parent's signature

8) School year for which valid

All of the above items are either self-explanatory or have been described in other sections of this report with the exception of the voucher identification number. This number will be a ten digit number containing the following bits of information:

| 000 | 0000 | 00 | 00 |
|---|---|---|---|
| District | Pupil No. | Grade Level | Payment Quarter |

Although there are only five participating districts, a three digit identifier is used to be compatible with the existing State code for districts.

The pupil numbers will be consecutive for each district, so that once a pupil is registered, his identification number becomes the first seven digits of the voucher number, reading from left to right.

The grade level digits will identify both grade level and type of voucher in the following way:

01 - elementary basic
02 - elementary special
03 - middle/jr. high basic
04 - middle/jr. high special
05 - secondary basic
06 - secondary special
07 - secondary vocational
08 - (extra)

Two digits are used to allow for adequate expansion in this area.

The payment quarter identifier will be used as follows: The left-hand digit will be the last digit of the test year.

The right-hand digit will be 0 on the certificate and the number of the quarter on the coupons. For example: 61 will indicate the first quarter of 1976.

The identification number will be printed on the voucher certificate in the following way:

| | | | |
|---|---|---|---|
| 000 | 0000 | __ __ | 00 |
| District | Pupil No. | Grade Level | Payment Quarters |

The 0's represent pre-printed numbers, and the blanks will be completed on the individual vouchers at registration.

Document printing will be done annually, so that the number of documents per district will depend upon the resident pupil count in each district.

After the first year, the documents will be pre-printed from the records established, so that a pupil will carry the same or traceable number throughout the five years of the demonstration. In the case of pupils who move from one participating district to another, they will be assigned an update number to show their resident district. Their record, however, will retain the original number so that information relating to the pupil can be identified throughout the demonstration.

### 5.3.3.1.2 Voucher Quarterly Coupons

Attached by perforations to the bottom of the voucher certificate will be four coupons, one for each quarter of the school year. These coupons will have the complete identification number as described above, with the last digit indicating which quarter. Additional information on the coupon will identify the student and the school attending with signatures of school principal and parent.

### 5.3.3.2 Voucher Flow and Cash Flow

The voucher will be disseminated by the EVA, to eligible parents. Parents will place the voucher at schools (suppliers). The school will forward voucher coupons to the EVA for verification. The EVA will verify and forward to the appropriate district treasurer for payment to the school. This is the process, in general terms, in which the voucher will be processed or redeemed for cash. See Appendices P1 and P2 for a detailed flow of both vouchers and cash. It can be seen from these flows that the district treasurer is a key element in the system of redeeming vouchers for cash. The system's control factor is the voucher coupon.

### 5.3.3.2.1 Coupon Processing

When registration of students by parents in the schools of their choice has been completed, each school, public and private, will forward the coupons received on a quarterly basis to the EVA for processing. This processing will be done by the EVA accounting group, headed by the controller. The purposes of the processing are many:

--to verify the school as an eligible provider.

--to verify the student as enrolled in the school.

--to verify the student's attendance at the school.

--to initiate a request to the district of residence for payment to the school. (invoice)

--to determine the proper amount of payment from district to school.

To accomplish this process, it will be necessary to utilize a computerized system.

A complete update of the system will be done quarterly as coupons are received. In addition, a continuous update will be possible for individuals who transfer between quarters.

As a result of the quarterly processing, the EVA will produce and distribute invoices to the participating school district treasurers for payment to the respective schools.

#### 5.3.3.2.2 Procedures and Amounts for Pro-rating Vouchers

The individual schools will redeem the coupons on a quarterly basis as described in the above section, and each school has the right to retain the entire quarterly payment. If, however, a transfer in a quarter is deemed advisable by both school and parent and a suitable alternative school is willing; financial arrangements between the schools and parents involved are not prohibited, but are to be resolved on an individual basis with the parties concerned. The completed arrangements, however, shall be reported to the EVA by both schools.

Another alternative in transferring, when financial arrangements between schools become impossible, is that the parent assume the quarterly payment or a portion thereof so that the expenditures involved in pro-ration can be avoided.

#### 5.3.3.3 School District Treasurer

By statute (RSA 197:23-a), the school district treasurer "shall have custody of all monies belonging to the district and shall pay out the same only upon orders of the school board." The EVA plans to integrate the treasurer and his duties into the accounting system without changing his responsibilities. The EVA will provide as much assistance as possible so that the treasurer's work load will not greatly increase.

Therefore, as indicated on the flow chart (P2), the treasurer will receive the monies for the district from local, State and federal sources in accordance with standard procedure. A chart showing the cash flow into a local school district on a time basis is shown as Appendix S. A schedule for payment of federal monies for the voucher demonstration will be included in the contract negotiations between NIE and the local districts; and, therefore, are not specifically indicated on the chart.

As per statute, the treasurer pays out cash only upon orders of the school board. For this reason, the EVA does not handle voucher "cash," but only provides the "order to pay." The local school board has the option of reviewing and approving these invoices individually before payment by the treasurer, or they may review and approve the EVA process so that the treasurer can make direct payment upon receipt of the invoice.

5.3.3.3.1 In-District Payment

Invoices to pay schools within the district received by the treasurer will be credited to the district's operating account. Payments in cash to these schools will be in the form of paychecks, employee benefits, plant operation and maintenance and credited against the line-item accounts of the district's budget.

#### 5.3.3.3.2 Out-of-District Payment

Invoices to pay schools, public or private, outside the district, will be honored by the treasurer with checks made payable to school district treasurers or private school treasurers. These monies will be credited against the budget accounts described in Section 5.5.

#### 5.3.3.4 Pupil Accounting

Section 5.3.3.2.1 listed several purposes of the EVA for "coupon processing." Two of these purposes related to pupil enrollment and attendance. To accomplish these purposes, it will be necessary for the EVA to establish a centralized enrollment and attendance reporting system. The attendance reporting system developed at Alum Rock, along with their income/outgo budget system, has been investigated and will be pursued.

It should be emphasized, however, that present enrollment and attendance systems in the participating districts are entirely manual and at the single district level will most probably remain that way.

#### 5.3.3.5 Administrative Costs (EVA & VRC)

The administrative cost for these activities are detailed in Section 5.5 with further process explanation described in Section 6.3.

### 5.4 EVA Staffing Authority

The EVA personnel will have no line authority over the present staff within the participating districts. The EVA performs a staff function in the participating districts. With this in mind, project tasks will be coordinated with the local board and their Supervisory Union offices. This does not preclude, after implementation, that coordination may occur directly with school personnel with the approval of the district board.

#### 5.4.1 Staff Impact Matrix

The following matrix has been provided in order that a clear picture of district and EVA staff interaction may be understood.

### 5.4.1 Staff Impact Matrix

| EVA Staff/Function | Target Groups | | |
|---|---|---|---|
| Positions in the EVA representing the major functions/tasks | INSTRUCTIONAL UNITS<br>Teachers, facilitators, program managers | CONSUMERS<br>Students, Parents, non-parents | ADMINISTRATIVE UNIT<br>School Boards<br>Town Government<br>Supervisory Unions<br>School Administrators |
| Asst. Director<br>Research/Data Collection | Primary | Primary | Secondary |
| Asst. Director<br>Public Information/Parent Counselors | Secondary | Primary | Secondary |
| Controller<br>Voucher Accounts | Secondary | Primary | Primary |
| Transportation Coordinator | Secondary | Primary | Secondary |

Primary and Secondary--indicates both major area of involvement and frequency of contact in comparing the target groups and the EVA staff function

### 5.4.2 EVA Staff Rationale

In reviewing the five districts' administrative operations, we discovered the following needs for EVA staff:

a) Transportation is not centrally coordinated at the Supervisory Union level; it is handled by several different persons, from principal, to building custodian, to separate contractor. In considering the consolidation and redesign of the present transportation systems, the EVA will need a coordinator for all transportation operations. (See Section 8.0.)

b) Accounting systems for following the voucher student will require a support staff in the EVA. This is necessary because the EVA will need additional types of information that are not presently needed at the local level and because local schools and Supervisory Union offices are not in the position to expand their facility and staff. Given the needs of the attendance system, an EDP specialist with an accounting background must be placed on the staff of the EVA. The EDP specialist or controller will also need a support staff to process the information received from the eligible providers. (See Section 5.3.3.)

c) The data collection and research coordination will be the responsibility of the Assistant Director for Research with the aid of coordinators at the district level. (See Section 5.3.2 and 10.0.)

d) Public information and parent counselor coordination will be the responsibility of the Assistant Director for

Public Information with the aid of both the coordinators and parent counselors. (See Section 5.3.1.)

e) Due to the fact that the demonstration is dealing with five separate districts and three Supervisory Unions, overall coordination and management of the demonstration's tasks and staff will be the responsibility of the Project Director.

f) The part-time staffing estimates that have been provided in Section 5.4.2.2 are based on demonstration needs as detailed in Section 5.3.1 (Public Information), Section 5.3.2 and Section 10.0 (Evaluation), and Section 5.3.3 (Accounting).

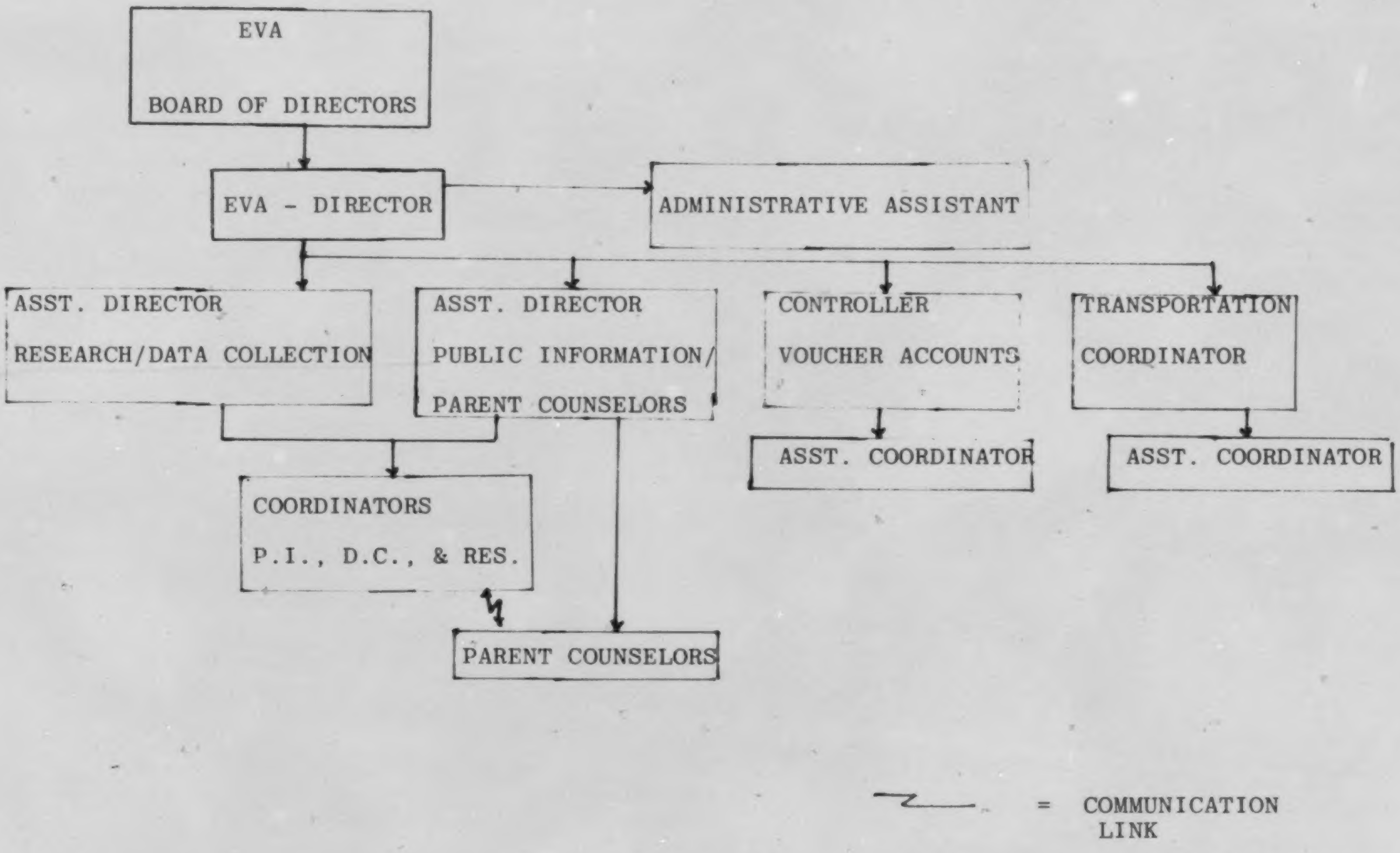
### 5.4.2.1 Full-Time Personnel

The EVA will be staffed with the following full-time personnel: (See Section 5.4.2.1 A, Diagram #1 and Section 5.5.1.)

(1) Project Director
(1) Administrative Assistant
(1) Asst. Director - Data Collection/Research
(1) Asst. Director - Public Information
(1) Transportation Coordinator
(1) Asst. Transportation Coordinator
(3) Coordinators at the District level (Public Information, Data Collection, Research)
(1) Voucher Accts. Controller (EDP specialist)
(1) Asst. Controller
(2) Voucher Acct. Clerks
(1) Secretary/Bookkeeper
(3) Secretaries

## EDUCATION VOUCHER AUTHORITY - LINE/STAFF DIAGRAM #1

5.4.2.1.A



#### 5.4.2.2 Part-time Personnel

Part-time staff has been estimated in terms of man hours for all the functions of the EVA.

##### 5.4.2.2.1 Parent Counselors

One (1) counselor for each 500 students or 8 counselors at 35 hours per week for 16 weeks. (8 weeks, start-up, 2 weeks each quarter) and 25 hours per week for 24 weeks, for a total of 40 weeks of part-time work during the demonstration.

##### 5.4.2.2.2 Data Collectors

One (1) part-time data collector per site school for a total of nine (9). A part-time estimate of 20 hours per week per site-school during a 48-week year during the demonstration.

##### 5.4.2.2.3 Substitute Staff

It is estimated that five (5) man days per staff member, per site will be needed for pre-implementation orientation.

In addition, to provide adequate compensation for staff at the participating schools during the first year of the demonstration, it is estimated that two (2) man days per month per staff member (including administration and instruction) per site for a 10-month period will be needed.

##### 5.4.2.2.4 Clerical Assistance

To provide support for special training information, non-repetitive operations, and peak-period operations of the demonstration, an estimated 20 man hours per week for a 52-week year or 1,040 hours will be needed.

## 5.5 EVA Budget

The estimated EVA budget has been determined by reviewing the needs of the demonstration in four major areas--public information, evaluation, accounting, and transportation. Costs of support activities for clerical functions and data collection activities have also been budgeted. In order that limited distortion occur at the local district level, the demand function (administration) of the New Hampshire Education Voucher Demonstration has to be supported fully as a separate, independent organization. Given positive results of the demonstration in terms of new and improved systems, it is hoped that, where applicable, the functions of the EVA will be transferred into the normal operation of the participating districts.

Consequently, the staffing needs have been detailed to provide for the optimal operation of the demonstration as well as for future integration by the local districts. Because the local districts are operating with less than optimum staff, it is not feasible to expect that existing staff will take on new duties, thereby necessitating an EVA that can provide the services that will be needed for the operation of the demonstration.

The line-item budget, which follows, has been provided to establish a clear picture of needed demonstration funds from NIE. The cost estimates for the major functions of the EVA are determined by Sections 5.3.1, 5.3.2, 5.3.3, and 10.0 as well as overall implementation needs of the district.

The layout format for the estimated budget is: 1) item, 2) description, 3) extension, and 4) total amount. The labor-grade salary is designated as LG in the description column and is computed for the maximum salary (rounded off to the nearest dollar) for the given labor grade according to the New Hampshire Department of Personnel guidelines.

## 5.5 VOUCHER DEMONSTRATION ESTIMATED BUDGET
(April 15, 1976 - June 30, 1977)

ALL FIGURES REPRESENT A COST FOR 15 MONTHS

| ITEM: (Ref. #) | | DESCRIPTION | AMOUNT | ITEM TOTALS |
|---|---|---|---|---|
| Full-time personnel (5.5.1) | (1) | Project Director (LG-33)* | $29,364 | |
| | (2) | Asst. Directors (LG-31)* | 51,433 | |
| | (1) | Administrative Asst. (LG-18)* | 15,023 | |
| | (1) | Transportation Coord. (LG-25)* | 20,703 | |
| | (1) | Asst. Transportation Coord. (LG-20)* | 16,189 | |
| | (3) | District Coordinators (LG-15)* | 40,557 | |
| | (1) | Controller (EDP) (LG-26)* | 21,308 | |
| | (2) | Accounts Clerks IV (LG-11)* | 22,345 | |
| | (1) | Clerk Steno IV (LG-11)* | 11,172 | |
| | (3) | Clerk Steno III (LC-8)* | 29,868 | |
| | | *(State labor grade) | | |
| | | SUB-TOTAL | | $257,962* |
| Part-time personnel (5.5.1.2) | (8) | Parent counselors (LG-9) | | |
| | | $4.00 x 1160 hrs. x 8 staff | $37,120 | |
| | (9) | Data Collectors (LG-11) | | |
| | | $4.50 x 960 hrs. x 9 staff | 38,880 | |
| | | In-service training and support | | |
| | | 222 site-staff x 60 hrs. x $5.50/hr. | 73,260 | |
| | | Clerical assistance 20 hrs. per week | | |
| | | per district (5) x $3.50 x 52 | 18,200 | |
| | | SUB-TOTAL | | $167,460* |

| ITEM: (Ref #) | DESCRIPTION | AMOUNT | ITEM TOTALS |
|---|---|---|---|
| Staff Support Grant (5.5.1.3) | | | |

| District | Student Shift | Factor* | Ave. Salary | Total Grant | Total |
|---|---|---|---|---|---|
| Allenstown | 61 (1-8) | 2.44 | $ 9,125 | $22,265 | |
| Candia | 31 (1-8) | 1.24 | 9,525 | 11,811 | |
| Deerfield | 63 (1-8) | 2.52 | 8,420 | 21,218 | |
| Hollis | 130 (1-12) | 5.20 | 10,756 | 55,931 | |
| Hooksett | 78 (1-8) | 3.12 | 9,800 | 30,576 | |
| | | | SUB-TOTAL | | $141,801 |

*Computed with a student/teacher ratio of 1 teacher to 25 students.

| ITEM: (Ref #) | DESCRIPTION | AMOUNT | ITEM TOTALS |
|---|---|---|---|
| Fixed Charges (5.5.2) | FICA, fringe benefits (11% x 5.5.1 total) | $28,375 | |
| | FICA (.0585 x 5.5.1.2 total) | 9,796 | |
| | SUB-TOTAL | | $38,171* |
| Consultants (5.5.3) | Legal Consultants<br>100 hrs. per district (5) x $50 per hour | $25,000 | |
| | Other Consultants<br>i.e. staff training, data processing<br>100 days @$100 per day | 10,000 | |
| | SUB-TOTAL | | $35,000* |

55

| ITEM:<br>(Ref. #) | DESCRIPTION | AMOUNT | ITEM TOTALS |
|---|---|---|---|
| Contracted Services<br>(5.5.3.1) | Data Processing for student attendance, financial reports, input-control, including local hardware, calculated at $12.50 per student (4,000 students) | $50,000 | |
| | Program modification, local data control | 5,000 | |
| | VRC - operation at (1) per district @$1,062 x 5 | 5,310 | |
| | SUB-TOTAL | | $ 60,310* |

---

Incentive Grant
(5.5.4)

| School District | 75-76 Approp. | Total Grant (5 yrs.) | Annual Grant .30 |
|---|---|---|---|
| Allenstown | $ 794,332 | $238,300 | $ 47,660 |
| Candia | 608,000 | 182,400 | 36,480 |
| Deerfield | 423,165 | 126,950 | 25,390 |
| Hollis | 1,521,460 | 456,438 | 91,288 |
| Hooksett | 1,731,186 | 519,356 | 103,871 |

SUB-TOTAL $304,689

---

Tuition Grants
(5.5.5)

| Districts | Estimated Elementary Voucher Value | # of Students | Total |
|---|---|---|---|
| Allenstown | $ 972 | 24 | $23,328 |
| Candia | 972 | 8 | 7,776 |
| Deerfield | 970 | 0 | -0- |
| Hollis | 1,084 | 9 | 9,756 |
| Hooksett | 1,073 | 24 | 25,752 |

| ITEM: (Ref. #) | DESCRIPTION | | | | AMOUNT | ITEM TOTALS |
|---|---|---|---|---|---|---|
| Tuition Grants (5.5.5) | Districts | Estimated Secondary Voucher Value | # of Students | Total | | |
| | Allenstown | $1,338 | 13 | $17,394 | | |
| | Candia | 1,436 | 9 | 12,924 | | |
| | Deerfield | 1,338 | 2 | 2,676 | | |
| | Hollis | 1,315 | 22 | 28,930 | | |
| | Hooksett | 1,572 | 61 | 95,892 | | |
| | | | | | *Minimum total tuition grant per year | |
| | Allenstown | | | | $ 40,722 | |
| | Candia | | | | 20,700 | |
| | Deerfield | | | | 2,676 | |
| | Hollis | | | | 38,686 | |
| | Hooksett | | | | 121,644 | |
| | | | SUB-TOTAL | | | $224,428 |

*Minimum reflects the voucher value in the base year. If the districts increase the voucher value, then support of the non-public voucher by NIE must also increase an equal amount during the full seven (7) years of the demonstration.

---

| ITEM: (Ref. #) | DESCRIPTION | AMOUNT | ITEM TOTALS |
|---|---|---|---|
| Transportation Grant (5.5.6) | Incremental cost of transportation, chargeable to NIE (See Section 8.0 for complete explanation) | $148,000 | |
| | SUB-TOTAL | | $148,000 |

---

| ITEM: (Ref. #) | DESCRIPTION | AMOUNT | ITEM TOTALS |
|---|---|---|---|
| Travel (5.5.7) | In-State Travel | | |
| | Full-time staff - 100 miles per month x 15 months x 16 staff x .15 per mile | $3,600 | |
| | Parent counselors - 75 miles per week x 40 weeks x 8 staff x .15 per mile | 3,600 | |
| | Data collectors - 50 miles per week x 48 weeks x 9 staff x .15 per mile | 3,240 | |
| | In-service $5 per manday travel allowance for teachers' and administrators' workshops 7.5 x 222 x $5 | 8,325 | |
| | SUB-TOTAL | | $18,765* |
| Out-of-State Travel (5.5.7.1) | (8) round-trips to Washington, D.C. for (3) people @ $160 per trip | $3,840 | |
| | SUB-TOTAL | | $ 3,840* |
| Telephone (5.5.8) | Total monthly charge for 4 in-state watts lines, 11 head-sets, 3 phone numbers, and 11 intercoms and long distance calls or $547.65 x 15 months | $8,215 | |
| | One-time installation charges | 400 | |
| | SUB-TOTAL | | $ 8,615* |

| ITEM: (Ref. #) | DESCRIPTION | AMOUNT | ITEM TOTALS |
|---|---|---|---|
| Office Equipment Rental (5.5.9) | Computed @ $700 per month, i.e. desks, typewriters, calculators, etc., annual cost to be prorated over 5 years. | $10,500 | |
| | SUB-TOTAL | | $10,500* |

---

Space Rental - Office (5.5.10)

| Sq. Ft. | Position | Type of Space | AMOUNT | ITEM TOTALS |
|---|---|---|---|---|
| 200 | Director | Office | | |
| 350 | (2) Asst. Directors | Office | | |
| 150 | Administrative Asst. | Office | | |
| 175 | Transportation Coordinator | Office | | |
| 120 | Asst. Transportation Coord. | Office | | |
| 175 | Controller | Office | | |
| 250 | (2) Accounts Clerks | Office | | |
| 400 | (4) Clerk Stenos | Office | | |
| 50 | | Storage | | |
| 380 | | Conference Rm. | | |
| 560 | (8) Parent counselors | Office, in each district | | |
| 300 | (3) Coordinators | Office at each supervisory union | | |
| total sq. ft. = 3,110 @ $6.00 per foot | | | $18,660 | |
| | | SUB-TOTAL | | $18,660* |

---

| ITEM: (Ref. #) | DESCRIPTION | AMOUNT | ITEM TOTALS |
|---|---|---|---|
| Utilities (lights, heat) (5.5.11) | $350 per month x 15 months | 5,250 | |
| | SUB-TOTAL | | $ 5,250* |

| ITEM: (Ref. #) | DESCRIPTION | AMOUNT | ITEM TOTALS |
|---|---|---|---|
| Printing and Mailing (5.5.12) | Printing of vouchers and public information estimated @ $20 per student (4,000) | $80,000 | |
| | SUB-TOTAL | | $80,000* |
| Office Supplies (5.5.12.1) | Paper, pencils, etc., estimated at $300 x 15 months | $ 4,500 | |
| | SUB-TOTAL | | $ 4,500* |
| Insurance (5.5.13) | Liability and bonding | $ 1,500 | |
| | SUB-TOTAL | | $ 1,500* |
| Conferences/Workshops (5.5.14) | Monthly meetings of EVA Board 15 months x $150 per meeting | $ 2,250 | |
| | Monthly meetings with School Administrators 15 months x $150 per meeting | 2,250 | |
| | Monthly meeting with NIE, State Department, and local districts - 15 months x $175 per meeting | 2,625 | |
| | SUB-TOTAL | | $ 7,125* |

| ITEM: (Ref. #) | DESCRIPTION | AMOUNT | ITEM TOTALS |
|---|---|---|---|
| Contingency Fund (5.5.15) | | | |
| | SUB-TOTAL | | $1,536,576 |
| | Computed at 10 percent of the sub total budget | | 153,658 |
| | TOTAL BUDGET | | $1,690,234 |

*Starred items represent costs chargeable to the expense of an EVA.

## 5.6 BUDGET SUMMARY

(All Five Districts)

| NIE GRANTS | FIRST YEAR | NEXT FOUR | 6TH YEAR | 7TH YEAR |
|---|---|---|---|---|
| ADMINISTRATIVE | $ 871,316 | $4,136,880*[1] | $1,100,000 | $ 800,000 |
| INCENTIVE | 304,689 | 1,523,444 | -0- | -0- |
| STAFF SUPPORT | 141,801*[3] | 451,869 | 73,996 | 62,897 |
| TUITION | 224,428*[4] | 897,712 | 224,428 | 224,428 |
| TRANSPORTATION | 148,000 | 703,000*[1] | 207,200 | 175,000 |
| TOTAL | $1,690,234*[2] | $7,712,905 | $1,605,624 | $1,262,325 |

*1 Base year is multiplied by 7 percent per year for the remaining four years of the demonstration.

*2 Categorical aid loss will be added to the total grant if realized.

*3 Staff support grant need will, in all probability, level off in the second year and decrease in the third through the seventh years. The grant has been programmed to decrease at 15 percent per year beginning in the third year through the seventh year, with all staff support funds ending in the seventh year.

*4 This amount reflects the minimum amount that the NIE must support. If the districts increase the value of the voucher, then so must NIE increase the financial support of the vouchers it supports.

### 5.6.1 NIE Grants

It is estimated that during the full five-year demonstration and two-year phase out, the National Institute of Education would expend $12,271,088.

## 6.0 FEDERAL GRANTS

In several meetings with the New Hampshire Department of Revenue Administration (Municipal Accounts Division) and the State Department of Education (Division of Administration), we have discovered that very little must be changed in the way of either procedures or documents in order that the local participating districts be able to receive and expend federal grants. The grants will be handled in accordance with State and Federal law. This provides the district voters with the final say as to how the grants are expended which is consistent with the purposes of the demonstration as well as with the enabling legislation.

Pending the approval of the local district voters to participate, the NIE to provide funds, and the New Hampshire State Board of Education to act on the rules and regulations of the Voucher Demonstration, there will be five types of grants and an aid guarantee from NIE. They are as follows:

INCENTIVE GRANT
TRANSPORTATION GRANT
ADMINISTRATIVE GRANT
TUITION GRANT
STAFF SUPPORT GRANT
CATEGORICAL AID GUARANTEE

All of the aforementioned grants are detailed in the following subsections. The grant definition, its method of calculation, purpose, use, and restrictions have been provided in order that the provisions of each grant be clearly understood by all parties prior to implementation.

## 6.1 Total Incentive Grants

These grants are to be paid by the NIE to the participating districts as an incentive for their participation in the five-year demonstration.

### 6.1.1 Method of Calculation

The incentive grant is calculated for each participating district (according to the REVISED FEASIBILITY STUDY, November 14, 1973) by totaling the appropriations of the participating district in the base year (1975-1976) and multiplying this total by 30 percent. This total would then be divided by (5) five (length in years of the demonstration) to determine the annual incentive grant. An example would be as follows:*

| | |
|---|---|
| $2,500,000 | base-year appropriation, District A |
| x .30 | incentive percentage |
| $750,000 | total incentive grant |
| ÷ 5 | years in the demonstration |
| $150,000 | annual incentive grant to District A |

*Note: For actual computations of the incentive grant for the participating districts, see Section 5.5.4.

### 6.1.2 Purpose and Use

The incentive grant may be expended by the School District in any manner it wishes that is legal within the constraints of State and Federal guidelines and law. The grant would be recorded on the revenue and expenditure side of the district budget. The grant would be treated in the same manner as other funds in the local district budget with the exception of the restrictions listed in 6.1.3. The grant would be received annually by the district in one lump sum during the first quarter (July 1 through September 30) of each year of the demonstration.

### 6.1.3 Restrictions

The incentive grant has few restrictions; however, they are as follows:

a) Any interest income generated from the incentive grant must be returned to the NIE.

b) Use of the incentive grant for construction will require special application to the NIE.

## 6.2 Transportation Grant

The transportation grant is provided by the NIE from September, 1976, through the end of the school year, 1982, to the participating districts to offset additional or incremental costs of transportation that are a result of the voucher demonstration. (See Sections 8.0 and 5.5.6.)

### 6.2.1 Method of Calculation

The transportation grant is calculated by totaling the costs of transportation (See Section 8.0) that are required to provide "no fee" transportation in the participating districts as well as the cost of transportation to those districts contiguous for eligible students in accordance with New Hampshire State Statutes.

From this total cost, "normal" district appropriations ('75-'76 base year) are subtracted. The remainder is the incremental cost to be charged to the NIE. (See Section 5.5.6)

### 6.2.2 Purpose and Use

The transportation grant would be provided to protect the local participating districts from added costs due to the voucher demonstration in the area of transportation. Needless to say, the grant could only be used to cover these projected added costs of transportation. All unexpended monies in this grant will be returned to the NIE at the end of the school year, ending June 30, in which the surplus occurs.

### 6.3 Administrative Grant

This grant is provided to the participating districts by the NIE in order to support the staff and operation of the EVA, VRC, and their functions and tasks.

### 6.3.1 Method of Calculation

This grant is determined by totaling the cost of staffing and operations of the VRC, Section 1.0 and the EVA, Section 5.0.

### 6.3.2 Purpose and Use

This grant may be used to provide the services and perform the tasks as detailed in Section 1.0 (VRC) and Section 5.0 (EVA).

These funds will be allocated to each participating district based on the student population in the district as it compares to the total student population of all participating districts.

The funds have been placed in the district budget so that they may be allocated, using State accounting guidelines, to the EVA and the VRC to perform these tasks.

### 6.3.3 Restrictions

The administration grant will be transferred to the EVA and VRC on an advance-funding basis with budget reports submitted to the district treasurer quarterly. Any funds unexpended by the districts at the end of the school year, ending June 30, will be returned to the NIE for each school year in which the surplus occurs.

## 6.4 Tuition Grants

The tuition grants are provided by the NIE to the local districts for the duration of the demonstration to protect them against the added cost of providing vouchers to parents with students in attendance at nonpublic schools in the base year.

### 6.4.1 Method of Calculation

The tuition grant is calculated by totaling the number of students in attendance at nonpublic schools in the base year ('75-'76) and multiplying this total by the voucher value for the appropriate programs and grade levels in the respective participating districts. The sum of this computation is granted to the participating district at the start of the demonstration year in a lump sum; and in subsequent years, this grant amount will be computed annually to reflect the current value of the vouchers using the base year percentage of nonpublic school students. (See Section 5.5.5.)

### 6.4.2 Purpose and Use

This grant is to be used by the district to support vouchers for the percentage of students previously in attendance at nonpublic schools in the base year.

### 6.4.3 Restrictions

The grant is to be used only for the support of vouchers to the percentage of students who were in attendance at nonpublic schools in the base year. Any funds unexpended by the participating districts will be returned to the NIE at the end of the school year, ending June 30, in which the surplus occurs.

## 6.5 Staff Support Grant

This grant is provided by the NIE to the local districts to cover the costs of teacher surplus resulting from student shifts from the district to other alternatives.

### 6.5.1 Method of Calculation

Upon identifying the potential student shifts out of each district (from the community survey results), a possible teacher surplus was identified.

This total number of surplus teachers was then multiplied by the salary of the median step and median degree/credit level on the district's salary schedule (both administrative and instructional) resulting in the Staff Support Grant amount for each district for that year.

This grant is to be calculated annually to reflect district-approved voucher values and funded annually during the life of the demonstration and two years of phase out by the NIE. (See Section 5.5.1.3.)

### 6.5.2 Purpose and Use

The staff support grant is to be used to compensate the teachers or administrators for one year upon release from contract by the district at the salary level being paid the personnel at the time of release. This grant may be used in this manner only.

### 6.5.3 Restrictions

The staff support grant has the following restrictions:

a) The grant's sole use is for the purpose of protecting district staff members and the school district from immediate loss of earnings due to shifts in students. The staff support grant may be used to support any one particular staff member of the participating district for one school year only.

b) Any surplus funds from this grant must be returned to the NIE at the end of the school year, ending June 30, in which the surplus occurs.

### 6.6 Categorical Aid Guarantee

The NIE will guarantee to fund any loss in categorical aid to the district that is a result of the voucher demonstration (parent choice). Because computation of this type of funding is calculated based on two-year old figures, any loss would not be known for two years. Regardless of when the loss (if any) is recorded as a result of the voucher demonstration during the full seven years of the demonstration and phase out, the district is assured that the NIE will fund the loss incurred in the year that aid is actually reduced.

## 7.0 VOUCHER DISTRIBUTION

The school board of participating districts will be responsible for the distribution of basic and supplemental, if eligible, education vouchers to all "eligible" (resident) parents/legal guardians of all "eligible" students in the voucher district through the EVA (PIO). (See Section 3.1 for voucher definitions.)

Preliminary to the actual distribution of education vouchers, the EVA will be responsible for compiling a list of parents/legal guardians and students. The parents/legal guardians will be identified initially through the school census process.

The EVA will work in cooperation with others--school personnel, the town tax collectors, etc.--to identify the parents/legal guardians in order that their "eligibility status" may be determined.

### 7.1 Determine Parent/Legal Guardian Eligibility for Basic Voucher.

A parent's/legal guardian's eligibility to receive an education voucher shall be determined by the "residence status" of the parent/legal guardian and of his or her child(ren). A receipt of payment (or cancelled check) for residence tax will be required as proof of residence. Parents/legal guardians will be identified through the local school census and/or as they move into the school district during the school year.

## 7.2 Determine Student Eligibility

A student's eligibility shall be determined, in addition to "residence," by State laws--RSA 193:1; 186-A:2 sections I, II, III, and IV; and 186-A:6. (See glossary for definition of eligible student and Appendix L for State laws.) For purposes of student selection, eligibility--"school age"--shall be determined by those policies in effect in the participating school districts.

## 7.3 Determine Parent's/Legal Guardian's Eligibility to Receive Supplemental Vouchers.

In the event that the district votes for supplemental vouchers and a parent wishes to receive a supplemental education voucher for his child(ren), he must solicit the school board or its designate(s) for proof of eligibility to receive said supplemental voucher. Such proof of eligibility must be presented at the time of registration by the parent in order to receive a supplemental voucher for his child(ren).

## 7.4 Voucher Distribution Process

Once the parents/legal guardians have been identified, the EVA will implement the voucher distribution process which will include an orientation as well as a registration process during which vouchers will be distributed.

### 7.4.1 Orientation

During the orientation period for voucher distribution, parents will be informed through the use of a variety of media--press, radio spots, direct mail, telephone, meetings--

of the voucher distribution process. As a result of the orientation process, parents will:

1. Know what steps to take to be considered "eligible" to receive vouchers and the people to contact for help in determining their "eligibility" for basic as well as supplemental vouchers.
2. Know who their parent counselors are, where they are located, what help they can expect from them.
3. Have been afforded an opportunity to meet their parent counselors personally.
4. Be able to identify the educational alternatives available to them and their child(ren).
5. Be able to make an "informed" choice of alternatives for their child(ren).
6. Know the date, time, and location for registration and what information/materials to bring with them.

### 7.4.2 Registration Process/Voucher Distribution

REGISTRATION FOR THE VOUCHER WILL HAVE TO BE DONE PERSONALLY. (Exceptions: For example, handicapped parents will be dealt with on an individual basis.)

On hand at registration will be parent counselors, other EVA staff, the town tax collector, or his representative, representatives of participating schools (will be invited), and parent volunteers to help guide the registrants through the process, which is broken down into the following steps:

Step 1 Direct parents to appropriate registration area by grade level.

Step 2 Provide parents with instruction sheets and registration forms.

Step 3 Parent completes forms and takes them to designated area for residence verification

- a) If verified, parent is issued a blank voucher form.
- b) If not verified, parent pays resident tax and then receives a blank voucher form.

Step 4 A clerk will type the necessary information on the voucher form; retaining the necessary copies for the EVA files and returning the rest of the voucher to the parent. (See Appendix O for a sample voucher.)

Step 5 Parent signs a receipt for each education voucher he receives. (For time schedule see Appendix N.)

## 7.5 "Transfers and Late Entry (Resolution of Disputes)"

A student is free to transfer at random times in the school year with the following conditions:

1. That both the school which he is attending and the school he wishes to attend agree to the transfer.
2. "If a student elects to transfer from public school to another school program; the proration of funds may be determined by the ratio of his average daily membership* in the programs attended.

3. If a student transfers from a nonpublic school at other than the mid-year point or the end of the year, voucher funds shall be provided for his education at a rate determined by multiplying the number of days remaining in the semester by the daily value of the voucher $\frac{\text{voucher value x remaining ADM*}}{180}$. In cases where contractual commitments prevent utilization of that remaining voucher, the parent will be responsible for providing additional financial resources. Any additional administrative costs necessitated by transfers will be funded from federal funds.
4. Late entering students will be funded on the same per diem basis described above under item (2).
5. Neither the local school board nor the EVA shall become involved in resolution of disputes relative to the payments of the parent's own money to public or private schools." (REVISED FEASIBILITY STUDY, 1973, p. 19.)

## 8.0 TRANSPORTATION

The PHASE I REPORT indicated the status of the present transportation systems of the individual districts and a variety of ways of computing transportion costs. Included in the cost analysis of PHASE I was an additional figure, cost per vehicle, which was probably the most consistent figure of all, averaging $6,500 per vehicle for all transportation in all towns in 1974-1975. This cost included the driver's salary and the maintenance and operating expense of the vehicle. Investigation of the existing transportation systems by a consultant resulted in the recommendation of an integrated system to provide the required transportation during the voucher demonstration. Primary assumptions in developing this system were: 1) the decision to limit "no-fee" transportation to contiguous districts, and 2) only elementary pupils, ages 5 through 13, who live more than two miles from the school, will be transported without charge (in accordance with State Statutes).

### 8.1 System Analysis

The "ideal" system is an integrated one for the five districts of Allenstown, Candia, Deerfield, Hollis, and Hooksett. Integrated means that a single transportation contractor or organization will be responsible for providing "no-fee" transportation to all eligible children (in accordance with New Hampshire State Statutes) of the five districts to any school of their choice within the participating or contiguous districts. A full time transportation coordinator, working within the administrative structure of the EVA, will be responsible for the coordination of the five-district system.

This integrated system will have radio equipment installed in each vehicle with a central dispatcher unit in the coordinator's office so that drivers will have immediate contact with the coordinator at all times while on the road. Experience at Alum Rock has indicated that this equipment is vital to a smooth operating system and is actually very cost-effective in terms of time saved on the road and reduced cost of maintenance through the early reporting of mechanical problems. To provide full service by which existing bus routes, times, etc., would not be changed, 8 additional 16-passenger vans and 4 additional buses would be added to the existing 18-bus fleet to furnish the additional transportation required to alternative schools.

In considering this system, time, geographic conditions, and weather were strong influences.

Costs of this system are shown on the next page.

## 8.1.1 Transportation System Budget

### Allenstown - Candia - Deerfield - Hollis - Hooksett

### NON-INTERFERENCE WITH EXISTING BUS ROUTES

| | | | |
|---|---|---|---|
| Allenstown | 61 students | 1 Bus @ $7,000<br>1 Van @ $9,000 | $16,000 |
| Candia | 63 students | 1 Bus @ $7,000<br>1 Van @ $9,000 | 16,000 |
| Deerfield | 31 students | 2 Vans @ $9,000 | 18,000 |
| Hollis | 114 students | 1 Bus @ $7,000<br>3 Vans @ $9,000 | 34,000 |
| Hooksett | 78 students | 1 Bus @ $7,000<br>1 Van @ $9,000 | 16,000 |
| Bus Coordinator | | | 16,500 |
| Radio equipment, base station and 30 mobile units | | | 31,500 |
| TOTAL EXTRA COST | | | $148,000 |
| Present Cost - From F-3 ('74-'75) | | | $13[illegible],992 |
| TOTAL COST OF TRANSPORTATION FOR FIVE TOWNS | | | $278,992 |

## 8.2 Two-Way Radio Equipment

The installation of two-way radio equipment as a necessary part of the aforementioned system is highly recommended. As mentioned earlier, the experience of the persons responsible for transportation at Alum Rock strongly indicates the need for and positive effects of such an installation. To cite but one example: Before the equipment was installed in Alum Rock, a major problem in transportation occurred in updating "passenger lists" due to transfers. The central office would receive the information about a transfer which would be relayed to the transportation office. The transportation coordinator would then have to get word to the driver either at the end of the day or before the run the next day if he could physically contact the person by telephone, note, etc. Sometimes the information was not relayed in time; however, after the radio equipment was installed, the information could be passed to the driver immediately, thus reducing parental and student confusion and tension.

### 8.2.1 Radio Equipment Cost Breakdown

Although total radio equipment costs have been shown in the system's budget, a more detailed breakdown of these costs is shown here:

We have included for consideration two options:

1) purchase, and
2) lease-purchase.

## TWO-WAY RADIO EQUIPMENT

Note: The demonstration must be licensed as a municipality frequency to isolate the communication system from other radio frequencies.

### 8.2.1.1 PURCHASE

| | |
|---|---|
| Central dispatch station equipment and a repeater on Mt. Uncanoonic installed (For type of terrain and distance, a repeater is a must.) | $6,000 |
| Radio equipment installed in each unit with a one-year warranty all parts; six months, all labor (per installation) | $1,050 |

### 8.2.1.2 LEASE-PURCHASE: (Does not include maintenance)

Central dispatch station equipment and a repeater on Mt. Uncanoonic installed

| | |
|---|---|
| Down Payment | $900<br>3 yr. term...182.04 a month<br>5 yr. term...125.38 a month |

Each Mobile Radio Unit Installed in vehicle

| | |
|---|---|
| Down Payment | $157.50<br>3 yr. term...31.86 a month<br>5 yr. term...20.28 a month |

MAINTENANCE WITH EITHER PURCHASE OR LEASE:

Base Station - $6 per month

Mobile Unit - $6 per month

### 8.3 Predicted Bus Routes

The usual method for establishing a transportation system, knowing where and how many pupils are to be transported and their destination, is to lay out a series of routes using as few vehicles as possible with the greatest efficiency. This is fine when the number of pupils, their pick-up points and destinations are known. When one or more of these variables is unknown, the task becomes much more difficult. Also, this method allows little flexibility, as any of the variables, even though known at one point in time, may change with time.

To circumvent this difficulty, primary locations within a district have been identified. By listing point-to-point and accumulated mileage, to numerous secondary locations from each primary location, an experienced coordinator (familiar with the locale and having the support of detailed town maps) will find this information sufficient for him to route the vehicles under his direction to those locations - be they either pick-up or drop-off points - with the greatest efficiency. In other words, the routes that individual vehicles take may vary from day to day if required, but pupils will always go to the same pick-up point and will be dropped off according to the driver's latest instruction from the coordinator. Charts of these primary and secondary locations with the appropriate mileages are shown in Appendix H.

### 8.4 Summary

It has been shown in this section that a transportation system which will provide "no-fee" transportation for eligible pupils to alternative choice schools within the participating districts or their contiguous districts can be provided by developing an integrated system for the five participating districts.

This system will require twelve additional vehicles (8 vans and 4 buses), radio equipment installed on 30 vehicles, and coordination by a professional transportation coordinator operating under the authority of the EVA.

## 9.0 NEW SCHOOLS

> "In a dynamic and progressive model of the educational marketplace, the supply of educational services is seldom in total equilibrium with the demand for such services. Demand and supply are constantly changing with the system tending toward new equilibrium rather than sitting down at any one old and established position." (REVISED FEASIBILITY STUDY, 1973, pp. 24 and 25)

### 9.1 Assess Interest in Developing New Schools

As a first step in facilitating the demand for new educational services, the EVA (PIO) will assess the interest of the New Hampshire public in developing new schools for grades 1-12 to serve the voucher student population. The methods to be used to assess this interest include press releases, radio spots, and mailings to schools, teachers, PTA's and PTO's, the State Department of Education, and parents themselves.

### 9.2 Respond to Interest

The EVA (PIO) will respond to inquiries generated by this public information campaign with the mailing of a packet of information which will include the following sections from the NONPUBLIC SCHOOLS IN NEW HAMPSHIRE REGULATIONS AND PROCEDURES FOR SCHOOL APPROVAL Manual, 1974.

1. Section III, "Definitions," pages 21 through 25. (See Appendix J.)
2. Chapter III, "Regulations, Procedures, and Safeguards for the Approval of Nonpublic Schools," pages 27 through 32. (See Appendix K.)

3. Chapter III, "Additional Statutory References for Nonpublic Schools in New Hampshire," pages 39 through 43. (See Appendix L.)

This packet will include a return response indicator for those who wish to receive additional information and/or assistance in applying for approval of a new school.

### 9.3 Procedures

These respondents will be invited to participate in a workshop at which the mechanisms necessary to establish new schools, the rules and regulations with which new schools must comply, the requirements of State law, and the procedures to be followed for obtaining approval by the State Board of Education will be explained as well as any other points of concern.

Because of the time constraints inherent in the first year of the demonstration, the local project staff projects the need for providing only one such workshop prior to implementation of the voucher demonstration. (The towns will be voting in March, 1976,--six months prior to the start of the next school year. The application for initial approval as a new private school indicates that the applicant file the "Letter of Intent to Establish a Private School"--step 1 in the process--at least six months prior to the proposed date of actual operation, in no case should they file the letter of intent less than 90 days prior to the proposed opening date.) Thus, the combination of the time factor plus the anticipated technical assistance which will have to be given these new school applicants would tend to limit the number of workshops we could conduct and do an effective job.

Upon receipt of approval for operation from the State Board of Education, the new private school will be lent assistance by the EVA (PIO) through the steps for completing the school descriptive statement and will be informed of the regulations which must be adhered to by all schools participating in the education voucher demonstration. (See Sections 10.2.1 and 10.2.2.)

However, upon implementation of the education voucher demonstration, the EVA (PIO) will continuously assess the interest in the development of new private schools to serve the voucher student population, using the same strategies as prior to implementation if they prove successful, and will respond to requests for assistance in completing the application for approval of a new private school on an individual basis as they come in.

## 10.0 EVALUATION DESIGN

### INTRODUCTION

The purpose of the Phase II evaluation design component is to build upon the research issues and procedures for evaluation which were developed in the PHASE I REPORT. (See Appendix I.) Each research objective which is of interest at the local or State level has been traced down to specific data elements which are collected either through surveys, testing, or observation.

As implied in the PHASE I REPORT, the voucher study/planning project staff believes that the EVA should assume vigorous leadership in the design, supervision, and execution of evaluation activities which are of importance to local and/or State needs. It is recognized that the larger research issues of the National Institute of Education pertaining to voucher demonstrations will require an external evaluation of overall demonstration impact. This evaluation design has been developed to be fully compatible with NIE needs as they become articulated.

This design component is written with an in-depth knowledge and experience of the successes and problems experienced by the Alum Rock School District. On December 2-5, 1975, as part of a visitation team from New Hampshire, Dr. R. Gustafson discussed evaluation issues with the following people at the Alum Rock site:

Dr. Joel Levin, Voucher Project Director

Mr. Eliot Levinson, RAND Corporation

Mr. Richard Reyes, Research and Evaluation Coordinator

Mr. Ned Harper, Assistant Evaluation

Mr. Lloyd Binen, Assistant Evaluation

It was clear from these discussions, as well as from prior reading, that details of the evaluation design, the role of NIE, the third party evaluators, the local evaluation unit, and other interested audiences or organizations must be written into the operational contract prior to implementation of the demonstration.

While a voucher demonstration has rewards for the individuals, districts, and agencies who move toward implementation, it also requires commitments of these same individuals and organizations. Many of Alum Rock's problems can be traced to the lure of a reward coupled with the non-definition of responsibilities.

Evaluation of the New Hampshire voucher demonstration will require substantial resources if the full impact of the program is to be assessed.

The comprehensive evaluation will address five major areas of concern:

1) Budget and fiscal modeling
2) Parent involvement in educational choice
3) Student outcomes (attitudes, achievement, self-concept)
4) Teacher surveys and classroom observation

5) Implementation study - studies of the political, social, organizational, and decision-making changes taking place as a result of vouchers.

There will be a need for both INTERNAL and EXTERNAL evaluation functions. The INTERNAL functions will be performed by the evaluation subunit within the Educational Voucher Authority, described in Section 5.0. The EXTERNAL evaluation functions will be the responsibility of NIE, with data collection by their contractor, C.M. Leinwand, Inc., coordinated through the local evaluation subunit.

## 10.1 Matrix of Research Objectives

The local research and evaluation effort of the New Hampshire demonstration must relate directly to the twelve assumptions which the demonstration is designed to test. (See Appendix I.)

As described in the PHASE I REPORT, this local evaluation design will address a host of issues which can be traced back to these original twelve assumptions. These issues will be of interest to two levels of public concern:

*State

*Local (Local School Districts)

Further, the issues included in the evaluation design will assess the impact of the voucher demonstration in the following areas:

*Educational Impact

*Economic Impact

*Social Impact

*Political Impact

The matrix relating the above issues and shown in PHASE I has been updated and is shown here for review. It will be an important document for the local/State evaluation subunit of the EVA to use upon implementation. (See Appendix D.)

## 10.2 Evaluation Design Content

A complete evaluation design will have the following elements to be used to evaluate the research objectives of the voucher demonstration as described in the previous section.

The following sections do not develop the exact instrumentation for this design, but they do outline the above elements and present an abstract of what will appear in each.

A) Procedures and Responsibilities of Voucher Schools
B) Checklists for Essential Features for Educational Alternatives
C) Voucher School Documentation Form
D) Student Profile Data
E) Student Achievement - Student Attitude
F) Parent Survey
G) Teacher Survey
H) Policy Maker - Administrator Survey

### 10.2.1 Procedures and Responsibilities for Voucher Schools

As previously mentioned, prior experience has indicated that the rewards of voucher systems were well publicized while the responsibilities and procedures were not.

Any school wishing to accept educational vouchers in the New Hampshire demonstration will have to agree to the following:

1) Make their students, staff, and parents available for information for any pre-assessment data gathering requested to establish base lines prior to voucher implementation.
2) Agree to on-site classroom observations to assist in the documentation of common and unique elements of the school.
3) Agree to on-going classroom observations by evaluators designed to view program structure, process, and content.
4) Agree to test students in attitudes, achievement, and self-concept.
5) Agree to developing a way to assess the unique aspects of new programs.
6) Agree to the circulation of teacher and parent questionnaires among their teachers and parents.

### 10.2.2 Checklist for Essential Features for Educational Alternatives

The following educational alternatives might be offered in a voucher demonstration.

Individualized Instruction
Vocational Education
Community Education
Aesthetic Education
Bilingual Education
Basic Education

The implementation of the educational voucher demonstration will hopefully foster the development of a number of educational options or alternatives from which parents can choose. In order to identify real differences among these options, checklists of program characteristics will be developed for evaluation of each of the above-mentioned alternatives. While each item on any given checklist may not be appropriate to all options within a given category, one should be able to distinguish clearly between a bilingual option and an aesthetic education option.

While similarities or commonalities may exist among all options open to parents, the checklists will highlight those unique features of an educational alternative which distinguish one program from another.

### 10.2.2.1 Use of Checklists

Those voucher schools "advertising" for students will have their program verified by a three-person team of observers using these checklists.

The observer team will be composed of one staff member from the school, one member of the EVA evaluation staff, and a third person acceptable to the two existing members.

The observation team will assess the voucher school. judging the evidence of those distinguishing characteristics ordinarily found in such schools. The list of characteristics can be lengthened or shortened by the team (majority vote). Each characteristic will be ranked on a four-point scale with the following definition.

1 = Characteristic not in evidence

2 = Characteristic observed, but not functioning well

3 = Characteristic observed, rated good

4 = Characteristic observed and operating with exceptional quality

Upon completing its work, the observation team will report its results to the EVA. The EVA will then set parameters upon the public information which the school will be permitted to disseminate concerning the special characteristics of its program.

### 10.2.2.2 Checklist Example - Individualized Instruction

To individualize instruction is to adopt the instructional practices to meet the requirements of each learner. This procedure provides a learning environment in which a student can be taught according to his needs, at a pace that is right for him. This definition assumes that not all goals and objectives need be common to all learners, nor should all learners have the same instructors. For any given learner there must be many alternative methods to achieve each objective. Therefore, some key characteristics of an individualized instruction checklist would be:

--Students work without direct supervision.

--Students locate sources of information without asking teachers.

--Students have free access to materials and equipment.

--Different materials are in use simultaneously.

--Different instructional strategies are in use simultaneously.

- --Informal student groups are observed.
- --There is peer teaching in the classroom.
- --Students move around the room freely.
- --Students move through subject matter at different rates.
- --Student conferences are held to plan future instructional activities.
- --Students score their own work.
- --Each student has an individual contract work agreement or prescription sheet.
- --Students are tested when they are ready.
- --Students maintain, or have access to, records of their own progress.
- --The results of tests are interpreted to students individually.
- --There are written objectives for each student.
- --Different objectives are identified for individual students.
- --For students with similar needs, several alternative activities are available.
- --There are different "passing grades" for different students.
- --Teacher records clearly monitor student progress toward stated objectives.

### 10.2.2.3 Summary

The above method of collecting evaluation information on one common alternative to the forms of educational programs serves a number of purposes.

First, it provides characteristics to assess the degree to which "advertised" differences among programs are evidenced when on-site observations are made.

Second, it provides those considering alternative modes of education a number of benchmarks against which they can design their program.

Third, it provides parents with a list of simple and direct characteristics of alternative programs which highlights their unique features.

It should be noted that we have suggested the distinguishing characteristics for only one possible alternative. As other alternatives are proposed, a similar checklist of characteristics for each must be developed. Also, it is quite possible that certain alternatives may combine characteristics from more than one checklist to develop unique programs. For instance:

*Community Based Vocational Education

*Individualized Basic Education

### 10.2.3 Voucher School Documentation Form

Each approved school in the voucher demonstration will have to provide the evaluation unit of the EVA with a complete description of its program, staff, facilities, and students served.

The EVA will maintain a file on each voucher school for public information and evaluation purposes. A suggested format for the voucher school documentation is shown in Appendix M1.

### 10.2.4 Student Profile Data Form

A student profile data sheet will be completed by each student in all voucher schools. (For young children, the teacher will assume the responsibility for completing this data for his/her students.) (Suggested format, Appendix M2.)

### 10.2.5 Student Achievement - Student Attitude

#### Achievement

All students in voucher schools, grades 1-12, will be tested annually using the Stanford Achievement Test for the appropriate grade levels. Only the reading and mathematics subtests of the Stanford will be required, although individual schools may choose to use other subtests from the battery.

Students will be tested initially in the fall (October - November) of the year in which the voucher demonstration begins and each spring (May) thereafter until the demonstration is completed. In this manner, base line data on all students will be obtained and growth in the basic skills of reading and mathematics can be measured annually. Evaluation of the results of this general achievement testing will be the responsibility of the NIE evaluation contractor.

It is recognized that certain schools will have specific cognitive, affective, and psychometric skills which their unique programs are designed to impart. Assessment of student progress in any of these areas is a matter for each school to decide. The evaluation subunit of the EVA would assume the responsibility for this unique program assessment.

#### Attitude Toward School

While many attitude-self-concept measuring instruments are readily available, there are a few which have invested the resources necessary to validate their instrument and standardize their data.

It is recommended that the Self Observation Scales (SOS), an instrument developed by the National Testing Service, be used to assess the following constructs.

*Self-acceptance

*Self-security

*Social maturity

*Social confidence

*School affiliation

*Teacher affiliation

*Peer affiliation and

*Achievement motivation

The SOS is available for primary and intermediate levels in two forms. It is one of the best documented and standardized instruments available with proven reliability and validity.

The SOS will be administered to all students in voucher schools, just as the Stanford Achievement Test. Again, evaluation of this common testing program will be the responsibility of the NIE evaluation contractor.

### 10.2.6 Parent Survey

A primary impact point of the voucher demonstration will be upon the parents of school-age children in the test districts. In each of the previous feasibility studies at potential voucher test sites (Alum Rock, Seattle, Gary, San Francisco, and East Hartford) extensive survey questionnaires for parents have been developed. While the design of these instruments has been sound, there was a tendency to overwhelm the parent with a large number of questions, many of which did not relate to the assumption or hypotheses which the demonstration is designed to test.

The parent survey shall be designed to gather data for the local or internal evaluation and is related directly to the assumptions to be tested and the research objectives of the New Hampshire Demonstration. (See Appendix M3.)

By way of summary, those assumptions which deal directly with the impact of the test on parents are:

1) Increased Freedom of Choice: Parents will have increased freedom of choosing their child's education.

2) Direct Parental Participation: Parents will participate more directly in school affairs. Therefore, parents will exercise vouchers to transfer students between schools and will be more active in parent groups in all schools.

3) Improved Accountability: Schools will provide more factual information to parents concerning the effectiveness of their educational programs. Parents will then use this information in the selection of their child's program.

4) More Equal Opportunities: Low and moderate income parents will have more educational opportunities for their children. This increase will be indicated by a substantially greater number of low and moderate income parents selecting other than their previous single option.

More specific areas of inquiry can be developed from these broad assumptions which the voucher demonstration is designed to test. The research objectives address the impact upon parents in the following way:

1) Parents will have a variety of educational options to select from.

2) Students will shift from original home school to other options.

3) Student shift to and from options will be a function of socioeconomic status.

4) Parents will participate more fully in the educational process of their children.

    *Parent-child involvement

    *Parents reviewing options and making choices

    *Parents attendance at public meetings

    *Parents in the schools

    *Parents attitude toward vouchers

5) The voucher demonstration/system will be understood by parents.

    *Parent awareness and understanding of vouchers

    *What mode of information was most helpful

6) Parents will weigh various factors in the educational choice process.

    *Find reasons for choice

7) Voucher schools will effectively inform parents of their programs.

    *What mode of information was most helpful

8) Parent attitude toward education/schools will improve.

    *Attitude toward school and education by semantic differential

9) Teachers will become more directly involved with parents.

    *Teacher visits with parents

10) Parents will be more satisfied with their children's education.

    *Parent satisfaction as a function of knowledge about vouchers, SES, school participation, program, child achievement, shift in schools

A parent survey designed to gather information on the above items can, of necessity, be quite extensive. Certainly, additional questions to gather data of interest to various special groups or for special socioeconomic studies might also be included. At this state of the development of the New Hampshire Voucher Demonstration, however, the parent survey will include only questions which provide data which is directly related to the assumptions and research objectives cited above.

It may well be that the NIE evaluation contractor will assume responsibility for the parent/community survey activities. If that is the case, the parent survey (see Appendix M3) will serve as a base for the development of items to assess areas of impact of interest to NIE.

### 10.2.7 Teacher Survey

The second audience upon which any voucher demonstration will impact is the teachers in the voucher schools. It is clear from the initial evaluation reports of the Alum Rock test, that significant changes in attitudes and behaviors were evidenced on the part of teachers. Thus a comprehensive, yet concise, assessment of teachers' understanding of vouchers and role changes after voucher implementation is imperative.

Again, this instrument is closely linked to those appropriate assumptions and research objectives which the voucher demonstration is designed to test. Specifically:

#### Assumptions Related to Teacher Impact

1) Increased Freedom of Choice--Parents will have increased freedom in choosing their child's education. (Teachers will also have choices or alternatives for education.)

2) Improved Accountability--Schools will provide more factual information to parents concerning the effectiveness of their educational programs. Parents will then use this information in the selection of their child's program.

3) Increased Educational Responsiveness and Diversity--Increased educational diversity will result. The number of new schools and the number of times that programs change will increase in response to the consumers' stated needs.

4) Refocusing of Political Activities--There will be reduced political emphasis on the educational content. The political system will be more concerned with how to fund education (process) and will tend to leave the providing of education (content) to those with educational expertise.

5) Educational and Social Stratification--Public schools will be left with only the difficult-to-educate students.

The major research objectives evolving from these four assumptions are:

1) Teachers will become more professional in their educational careers.

2) Teachers will become more involved in the administrative and political aspects of education.

3) Teachers will become more directly involved with parents.

4) Teachers will redistribute themselves to seek out programs where they can add strength.

5) Vouchers result in de-facto segregation of schools by students and professionals.

6) Decentralization of authority for school management will occur as a result of vouchers.

The teacher survey shown as Appendix M4 includes the full array of questions designed to gather answers which address each evaluative criteria for each of the research objectives.

The NIE evaluation contractor will assume responsibility for the teacher survey activities as was the case with the parent/community survey.

### 10.2.8 Policy Maker - Administrator Survey

A key question which will be continually examined during the voucher demonstration is the role and function of the policy maker or school administrator. Specifically, the demonstration will record any shifts in role and function of these individuals as a function of the voucher demonstration. Assumptions which address the impact of the voucher demonstration on the policy maker-administrator include:

Increased Parental Involvement
Increased Educational Responsiveness and Diversity
Improved Educational Achievement
Cost Effectiveness
Refocusing of Political Activities
Decline of the Public Schools and
Transition Problems

All have potential impact on the changing role of school administrators and policy makers. To collect information necessary to evaluate the impact of these assumptions, a survey has been designed which is shown as Appendix M5.

The NIE evaluation contractor will assume responsibility for the policy maker-administrator survey.

### 10.2.9 Duplication of Information:

This design content section has dealt primarily with collection instruments to provide adequate data from various areas for evaluation purposes. Each area has been dealt with individually and completely for the purpose of listing all possible requirements. In this process there is necessary duplication of information both between the developed instruments and between the instruments and existing information from other sources. An important responsibility of the data collection and evaluation group of the EVA will be to refine the instruments and coordinate the collection of information from existing sources with local, State, and federal agencies so that any duplication of collection effort is held to a minimum.

### 10.3 Time-Line of Major Evaluation Events

Evaluation activities play a key role in the myriad of activities which take place during a voucher demonstration. In fact, discussions of the evaluation of the voucher demonstration have been taking place since the initial feasibility studies in New Hampshire some two years ago. The discussions have continued to the present and will continue until the demonstration is complete.

Viewed in the long run, we can see that evaluation activities will take place during all the major stages of the voucher demonstration, and follow-up.

| | |
|---|---|
| Feasibility Study | 1973-1974 |
| Planning Study | 1974-1975 |
| District Decisions | Spring 1976 |
| Preparation for Implementation | Spring-Summer 1976 |

| | |
|---|---|
| Test Implementation | Fall 1976-Spring 1981 |
| Follow-Up Impact | Spring 1981-Spring 1983 |

The time-line detailed in the following pages addresses the major evaluation and reporting activities related to the New Hampshire Voucher Demonstration from January 1, 1976, through June 30, 1984.

## FISCAL YEAR 1976; JANUARY 1, 1976 - JUNE 30, 1976

January, 1976 - Finalize State and local evaluation design for Phase II Report

February, 1976 - Meet with school and community groups to discuss State and local evaluation design concept

March, 1976 - Districts decide on voucher implementation

April, 1976 -

May, 1976 - Finalize State and local evaluation strategy, define internal - external evaluation roles

June, 1976 - NIE selects external evaluation contractor

## FISCAL YEAR 1977; JULY 1, 1976 - JUNE 30, 1977

| | | |
|---|---|---|
| July, 1976 | - | Document voucher schools and unique programs |
| August, 1976 | - | Evaluation unit of EVA and NIE evaluation contractors finalize total evaluation design |
| September, 1976 | - | Begin voucher demonstration |
| October, 1976 | - | Document voucher schools and their unique programs |
| | - | Pretest students in reading, mathematics, and attitude |
| November, 1976 | - | Collect student profile data |
| December, 1976 | - | Conduct parent, teacher, policy-maker surveys |
| January, 1977 | - | Publish Interim Evaluation Report - State, local, and NIE |
| February, 1977 | - | |
| March, 1977 | - | |
| April, 1977 | - | |
| May, 1977 | - | Post-test students in reading, mathematics, attitudes |
| | - | Survey parents, teachers, policy-makers |
| June, 1977 | - | |

## FISCAL YEAR 1978; JULY 1, 1977 - JUNE 30, 1978

July, 1977 -

August, 1977 - First year Evaluation Report due

- Document voucher schools and their unique programs

September, 1977 -

October, 1977 - Pretest students in new schools and entry-grade students

- Collect student profile data

November, 1977 -

December, 1977 -

January, 1978 - Publish Interim Evaluation Report

February, 1978 - Modify parent, teacher, policy-maker instruments

March, 1978 -

April, 1978 -

May, 1978 - Post-test all students - reading, mathematics, attitudes

- Survey parents, teachers, policy-makers

June, 1978 -

## FISCAL YEAR 1979; JULY 1, 1978 - JUNE 30, 1979

July, 1978 -

August, 1978 - Second year Evaluation Report due

September, 1978 -

October, 1978 - Pretest students in new schools and entry grade students

- Collect student profile data

November, 1978 -

December, 1978 -

January, 1979 - Publish Interim Evaluation Report

February, 1979 - Make instrument changes as necessary

March, 1979 -

April, 1979 -

May, 1979 - Pretest all students; reading, mathematics and attitudes

- Survey parents, teachers, policy-makers

June, 1979 -

## FISCAL YEAR 1980; JULY 1, 1979 - JUNE 30, 1980

July, 1979 -

August, 1979 - Third year Evaluation Report due

- Document voucher schools and unique programs

September, 1979 -

October, 1979 - Pretest students in new schools and entry grade students

- Collect student profile data

November, 1979 -

December, 1979 -

January, 1980 - Publish Interim Evaluation Report

February, 1980 - Make instrument changes as necessary

March, 1980 -

April, 1980 -

May, 1980 - Post-test all students; reading, mathematics and attitudes

- Survey parents, teachers, policy-makers

June, 1980 -

## FISCAL YEAR 1981; JULY 1, 1980 - JUNE 30, 1981

July, 1980 -

August, 1980 - Fourth year Evaluation Report due

- Document voucher schools and unique programs

September, 1980 -

October, 1980 - Pretest students in new schools and entry grade students

- Collect student profile data

November, 1980 -

December, 1980 -

January, 1981 - Publish Interim Evaluation Report

February, 1981 - Make instrument changes as necessary

March, 1981 -

April, 1981 -

May, 1981 - Post-test all students; reading, mathematics, attitudes

- Survey parents, teachers, policy-makers

June, 1981 -

## Follow-Up Years

### FISCAL YEAR 1982; JULY 1, 1981 - JUNE 30, 1982

Fifth year Evaluation Report Due

Develop design for long-range impact evaluation

Design special instruments as needed

### FISCAL YEAR 1983; JULY 1, 1982 - JUNE 30, 1983

Conduct final interviews with key policy makers

Conduct analysis of all longitudinal data on parents, teachers, administrators

Conduct cost analysis

Conduct transportation analysis

Publish final Impact Evaluation Report/recommendations for replication

## 11.0 PHASE OUT

In the fall of 1980 the School Board members in the districts participating in the voucher demonstration will recommend to their Districts' voters which of the systems, activities, and staff functions will be kept intact or modified to more closely fit the needs of each District. The demonstration will be completed by June 30, 1981. With this in mind, two additional years have been allowed for a complete withdrawal of NIE (federal) support. This support must be carefully phased out in order that a minimum of operational and instructional disruption occurs in the participating districts. This phase-out has been planned in the following manner:

### 11.1 Sixth Year (1981-1982 School Year)

The sixth year of the demonstration will be the first of a two-year phase out of NIE support. As was mentioned above, the district voters must decide in 1980 what they will maintain of the public information and evaluation systems.

### 11.1.1 Public Information

Federal support for the public information function of the EVA will discontinue by July 1, 1982. The rationale for this function's phase-out is as follows:

Within the first (5) five years of the demonstration, the district personnel will have seen the benefits of an organized public information program. They will have developed the skills to carry on an effective program of community involvement. More importantly, the staff to do the tasks is available with little modification of positional responsibility (principals, teachers, students, and interested parents and non-parents).

Therefore, the cost of maintaining a public information program will be primarily that of staff time and supplies for printing and mailing. However, it must be mentioned that staff and supplies alone will not do the job. A plan for public information must be developed by each participating district. This plan will be fully developed by the EVA staff with modifications of the plan to be determined by local needs. Further, an individual in the district must be placed in charge of the public information system.

### 11.1.2 Evaluation

It is hoped that local program evaluation will not stop at the end of the demonstration. However, NIE support of the federal and local evaluation will discontinue by July 1, 1982.

The bulk of the data needed for the major research interests of NIE, the State Department of Education, and the local school districts will have been collected during the first five (5) years of the demonstration. Once again, it is felt that evaluation tasks can be performed by local staff on an on-going basis with little added cost to the district.

It is common knowledge that teachers evaluate student performance regularly. However, overall student, teacher, administration, and program evaluations may need integration into a single performance product. This would provide the parent and the community with knowledge of the schools' accomplishments from which a higher awareness might be gained by all parties involved.

### 11.2 Seventh Year (1982-1983 School Year)

With the discontinuance of full funding support from NIE of the evaluation and public information functions by June 30, 1982, the major activity of the EVA in the sixth year would be that of operating the accounting system including the distribution of vouchers and coordinating and supporting the transportation system. Preparation for a phase out of NIE support of these two systems will also be a major activity of the EVA in the sixth year.

### 11.2.1 Accounting Systems

Voucher accounting, data processing support, and voucher distribution would not be that costly to transfer to the local districts. However, as compared to the present-day operation (1975-1976), it would appear that added costs would have to be borne by the districts if parent choice and per pupil educational costs were to be maintained.

The viability of transfer of this system would depend on the results of the cost benefits of the system as indicated in the research from five years of the demonstration. Whatever the research results, costs must be measured in terms of the student/parental benefit of choice (programs that best fit student needs) as well as budgeting in terms of educational cost per student rather than educational cost per district (line item appropriations).

Funding support from NIE would be discontinued by June 30, 1983 for the full support of the accounting system for vouchers.

### 11.2.2 Transportation

Full funding support from NIE for transportation will end by June 30, 1983.

Cost projections for this system are near impossible to predict because the effect of parent choice is not known. It is hoped that by centralizing a transportation network that a more cost-effective system may evolve, resulting in a more efficient use of the transportation system.

Technical staff support will be provided for coordination through June 30, 1983. As mentioned above, the cost of the operation of the transportation system, if kept intact or modified, must be borne by the participating district(s) by June 30, 1983.

### 11.3 Completion of Phase-Out

All NIE support for the demonstration will be discontinued by June 30, 1983. Staff support and tuition grants will be continued until June 30, 1983, with the categorical aid guarantee reimbursable to the district based on computations through June 30, 1981. Payment for any loss in categorical aid must be paid by June 30, 1983. This does not preclude new negotiations (during the seven years of demonstration and phase-out) between the local districts, the State, and NIE to extend support of all or any part of the demonstration for reasons unforeseen at this time.

### 11.3.1 Phase-Out Summary Diagram

| Funding Discontinued For: | By: June 30 1982 | By: June 30 1983 |
|---|---|---|
| Public Information | X | |
| Evaluation | X | |
| Transportation | | X |
| Accounting System (Vouchers) | | X |
| All Technical Assistance and Financial Support | | X |

## EDUCATION VOUCHERS STUDY/PLANNING PROJECT

## SCHOOL DESCRIPTIVE STATEMENT

Instructions: Please react to the following statements as they relate to your school for the school year 1974-1975.

*NAME: ______________________________ ____________________
*(individual completing this form) date completed

### I. GENERAL INFORMATION

School Name: ______________________________

School Address: ______________________________

School Phone Number(s): ______________________________

School Administrator: ______________________________

Date when school was founded or built: ______________________________

School Sponsor: ______________________________ i.e., non-profit organization, public board, religious organization

### II. STUDENT COMPOSITION

A. The school is (check one) coed ________, all boy ______, all girl ________.

B. The current student enrollment by grade or age is as follows:

| | | | | | |
|---|---|---|---|---|---|
| pre-school | ______ | ______ | age or 7 | ______ | ______ |
| | (enrollment) | (classes) | | | |
| age or K | ______ | ______ | age or 8 | ______ | ______ |
| age or 1 | ______ | ______ | age or 9 | ______ | ______ |
| age or 2 | ______ | ______ | age or 10 | ______ | ______ |
| age or 3 | ______ | ______ | age or 11 | ______ | ______ |
| age or 4 | ______ | ______ | age or 12 | ______ | ______ |
| age or 5 | ______ | ______ | | | |
| age or 6 | ______ | ______ | TOTAL | ______ | ______ |

C. The average class size is ____________ students.
(number)

D. Identify factors that determine class size.

(1) ______________________________

(2) ______________________________

(3) ______________________________

E. The total pupil capacity of the school is ____________ (number).

F. The school program could expand to accept more students.

(1) Circle one. TRUE FALSE

(2) If TRUE, identify how many more students could be accepted ____________ (number)

G. The school serves a "special" student population.

(1) Circle one. TRUE FALSE

(2) If TRUE, the type is ________ handicapped ____________
(check here) (number)
________ gifted ____________
________ other, identify ________
____________________________

H. Plans are now in process for increasing or decreasing student enrollment.

(1) Circle one. TRUE FALSE (increase ______ , decrease ______ )

(2) If TRUE, please identify whether increase or decrease will result and why this shift is occurring.

______________________________

______________________________

III. ADMISSIONS CRITERIA

A. This school has admissions criteria.

(1) Circle one. TRUE FALSE

(2) If TRUE, please list criteria.

______________________________

______________________________

______________________________

B. This school has an admissions waiting list.

(1) Circle one. TRUE FALSE

(2) Identify number_____________.

IV. FACILITY

A. Please identify which of the following facilities are available at your school:

_____auditorium
_____gym
_____cafeteria
_____library
_____conference rooms

_____outdoor play area
_____indoor play area
_____music room
_____art room

_____science lab
_____language labs
_____vocational shops
_____general classrooms
_____other

Other comments on facility:_____________________________________________

_______________________________________________________________________

_______________________________________________________________________

V. SCHOOL STAFFING

A. Please note the number of school instructional staff: full-time__________

part-time__________

(1) Please note the number of school administrators on staff:

full-time______________ part-time______________

(2) Please note the number of specialists and type of specialist on staff and whether they are part-time or full-time:

____________________________ ______________________________

____________________________ ______________________________

____________________________ ______________________________

B. Please note criteria by which staff is hired for instructional and administrative positions - i.e., state certification, degrees, special skills, etc.______________________________________________________________

_______________________________________________________________________

_______________________________________________________________________

C. Please note the number of teachers and administrators that are currently on the school staff with:

| | FULL-TIME | PART-TIME |
|---|---|---|
| special credentials | __________ | __________ |
| Bachelors | __________ | __________ |
| Bachelors plus graduate work | __________ | __________ |
| Masters | __________ | __________ |
| Masters plus graduate work | __________ | __________ |
| Doctorate | __________ | __________ |

D. Teachers are generally hired (check one):

_____1) on a renewable one-year contract
_____2) on a contract for more than one-year
_____3) without an employment contract
_____4) other (identify)

E. Please indicate the average teacher turnover per year.

(______________average number per year)

F. Please list the number of support personnel:

| | FULL-TIME | PART-TIME |
|---|---|---|
| clerical | | |
| custodial | | |
| other | | |

G. Please describe the teacher or school staff evaluation process. (Please address who evaluates whom and how often.)

______________________________________________

______________________________________________

______________________________________________

______________________________________________

______________________________________________

## VI. SCHOOL FINANCE

A. Please give the annual student tuition for your school,$____________.

B. Indicate if your school awards scholarships. Circle one. YES NO

C. Please indicate the annual per pupil cost of education (estimated)$__________

D. Please identify income sources and amount.

Total annual income: ______________________

$ from local public support (school board) ______________________

$ from tuition ______________________

$ from government funds: (federal)______________________

(state) ______________________

$ from endowment ______________________

$ from foundations ______________________

$ from school-sponsored events ______________________

$ from other sources ______________________

E. Please indicate total monies spent in school 1974-1975, $__________________.

VII. TRANSPORTATION

A. Please identify the transportation policy for your school. (Attach, if lengthy document.)

________________________________________________________________

________________________________________________________________

________________________________________________________________

________________________________________________________________

B. Please indicate type and number of students using the following:

(Please check) _____walk to school ___________(number)

_____private carrier (school coordinated) ___________

_____public carrier ___________

_____parent provided ___________

_____student provided ___________

C. Please indicate the annual per pupil cost for transportation $______________.

III. SCHOOL/PROGRAM GOALS

A. Every school has educational priorities or goals for its pupils. Please select the five priorities you consider to be the most important for the school. You will no doubt want to choose more than five, but in order for that comparison to be made, it would be most helpful to limit yourself to the five you consider to be most important for the pupils.

_____Pupils must master the basic academic studies (reading, math, etc.).

_____Pupils must be helped to reach their maximum individual ability.

_____Pupils determine in large part what they want to learn.

_____Students are helped to become physically & mentally healthy.

_____Students are taught moral and social behavior (respect, reliability, courtesy, obedience, etc.).

_____Pupils are involved in making decisions and learning self discipline.

_____Students' individual talents and abilities are identified and nurtured.

_____Pupils are taught good citizenship and patriotism.

_____Children are given a sense of self-confidence and self-pride.

_____Pupils are given substantial help with reading.

_____Students are prepared for higher education and college.

_____Students are prepared for a useful vocation or career.

_____Pupils are taught how to study.

_____Pupils are taught to cooperate and help each other.

_____Pupils are motivated to enjoy and pursue learning.

_____Pupils are involved in community service.

_____Pupils are encouraged to experiment and make choices.

_____Pupils are helped to complete a rigorous standard curriculum.

_____Students are taught to adjust to a democratic society.

_____Students are taught to think, question, and take initiative.

______________________________________________

______________________________________________

______________________________________________

B. Please identify the specific measurement tools the school uses to judge these objectives.

______________________________________________

______________________________________________

______________________________________________

______________________________________________

C. Please characterize the organization of the school's classrooms, e.g., traditional: where students sit in the same place and teachers direct most of the activities, open: where students don't always sit in the same seat and both teachers and students direct the activities, other: identify.

______________________________________________

______________________________________________

D. Please describe the policy for placing students in classrooms, i.e., classrooms are homogeneous, heterogeneous, etc.

______________________________________________

______________________________

______________________________

E. Please describe the method and materials for teaching reading.

______________________________

______________________________

______________________________

F. Please describe the method for teaching math.

______________________________

______________________________

______________________________

## IX. STUDENT EVALUATION

A. Students are given written exams.

(1) Circle one. TRUE FALSE

(2) If TRUE, indicate how often.__________

B. Exams are: (check items applicable)

____teacher-prepared

____standardized

____other (identify__________)

C. Identify subject areas in which standardized exams are used.

| | | |
|---|---|---|
| ________ | ________ | ________ |
| ________ | ________ | ________ |
| ________ | ________ | ________ |
| ________ | ________ | ________ |

D. Results of standardized tests are made known to: (check items if applicable)

____parents ____teachers ____students ____administrators

(1) Please indicate dissemination process.__________

______________________________

______________________________

E. Describe other methods of measuring pupil progress during the year , i.e., teacher observation, self-evaluation.

F. Comprehensive program evaluations are performed each year.

(1) Circle one. TRUE FALSE

(2) If TRUE, indicate how evaluated.

G. Please identify special programs offered by the school, e.g., guidance, health, tutoring.

H. Please indicate special services available at or through the school, e.g., psychologist, speech therapist.

I. Please describe school policies regarding:

grading and report cards

homework

promotion to next grade

detention and suspension

## X. EXTRA CURRICULAR ACTIVITIES

A. Please identify activities, clubs or organizations available to the students at your school.

______________________________________________________________

______________________________________________________________

______________________________________________________________

______________________________________________________________

## XI. PARENT/SCHOOL INVOLVEMENT

A. Please identify parent organizations: (check one) _____ a Parent-Teacher Association, _____Parent-Teacher Organization, _____Other.

B. Please indicate the average attendance at the parent meetings_____________.
(number)

C. How often are parent-teacher conferences scheduled________________________.
(frequency)

D. Please indicate the extent to which parents are involved in decisions regarding curriculum, staffing, or facilities________________________________

______________________________________________________________

______________________________________________________________

______________________________________________________________

## XII. ADDITIONAL INFORMATION

A. Person to be contacted for additional information: ______________________

______________________________________________

Telephone Number: ______________________

B. Individual statements cannot always completely describe the philosophy, personality, or unique qualities of a particular school. In one or two paragraphs please describe your school as it is today.

## (APPENDIX B)

## ANNUAL SCHOOL DISTRICT MEETINGS

## CHECK-LIST

Date ________________ School District ________________

| DATE | PROCEDURE |
|---|---|
| ________ | Supervisory Union Budget (Preliminary) Prepared |
| ________ | Public Hearing Notice in Papers (7 days prior) |
| ________ | Public Hearing |
| ________ | Adoption of budget by School Boards |
| | |
| ________ | Set date and place of meeting of the school district |
| ________ | Notify Chairman of Supervisors of Check-list<br>(Check-lists to be posted 30 days prior to meeting) |
| * ________ | Preliminary Budget Finalized |
| ________ | Material for Annual School District Report submitted to printer |
| ________ | Notice to papers re: Filing for office - deadlines<br>Deadlines for submission of warrant articles |
| ________ | First day of filing for school district office |
| ________ | *Public notice of budget committee public hearing (7 days prior) |
| ________ | #Notice to papers for public hearing on bond issue (7 days prior) |
| ________ | Last day to accept petitioned articles for warrant |
| * ________ | *Budget committee public hearing (time and place) |
| ________ | *Budget committee public hearing (make-up day in event of emergency cancelation.) |
| ________ | #Hearing on bond issue (at least 15 days prior to meeting) |
| ________ | Finalize budgets, prepare copies for posting and advertising |
| ________ | Post warrants and budgets (16 days prior to meeting) |
| ________ | *Last day to advertise budget |
| ________ | Closing date for filing for office (5 00 p.m. 7 days before election) |
| ________ | Check with clerk regarding ordering of ballots, including<br>"YES - NO" ballots. |
| ________ | Review set-up for district meeting (at least 2 days before meeting)<br>1. Seating<br>2. School board and budget committee tables<br>3. Public address system<br>4. Custodial and police service<br>5. Supply of distributional materials<br>(i.e. annual reports, copies of warrant, etc.)<br>6. Overhead projector, screen, projecturals, etc.<br>7 Voting booths and check-list set-up<br>8. Pencils - lead for voters colored for checkers |
| | |
| ________ | Annual School District Meeting (time and place) |

NOTE Distribution of this check-list may be made to the following:

All administrative office personnel
Members of School Board
Members of Budget Committee
Principal, secretary, custodian/maintenance crew in schools where meetings are scheduled
School District Clerk
School District Moderator
School Counsel

*For districts under Municipal Budget Law
#When there is a bond issue of $100,000 or more

| SECTION I | | APPROPRIATIONS | | | | SECTION II–APPROPRIATIONS ACTUA | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| PURPOSE OF APPROPRIATION | | APPROVED BUDGET 1974-75 | | SCHOOL BOARD'S BUDGET 1975-76 | | TOTAL AMOUNT ACTUALLY VOTED 1975-76 | | DISTRIBUTE ALL ITEMS | | |
| | | | | | | | | ELEMENTARY SCHOOL | | APP JR HIG |
| **100** | **Administration** | X X X X | X | X X X X | X | X X X X | X | X X X X | X | X X |
| | 110 Salaries | | | | | | | | | |
| | 135 Contracted Services | | | | | | | | | |
| | 190 Other Expenses | | | | | | | | | |
| **200** | **Instruction** | X X X X | X | X X X X | X | X X X X | X | X X X X | X | X X |
| | 210 Salaries | | | | | | | | | |
| | 215 Textbooks | | | | | | | | | |
| | 220 Library & Audiovisual Materials | | | | | | | | | |
| | 230 Teaching Suplies | | | | | | | | | |
| | 235 Contracted Services | | | | | | | | | |
| | 290 Other Expenses | | | | | | | | | |
| **300** | **Attendance Services** | | | | | | | | | |
| **400** | **Health Services** | | | | | | | | | |
| **500** | **Pupil Transportation** | | | | | | | | | |
| **600.** | **Operation of Plant** | X X X X | X | X X X X | X | X X X X | X | X X X X | X | X X |
| | 610 Salaries | | | | | | | | | |
| | 630 Supplies | | | | | | | | | |
| | 635 Contracted Services | | | | | | | | | |
| | 640 Heat | | | | | | | | | |
| | 645 Utilities | | | | | | | | | |
| | 690 Other Expenses | | | | | | | | | |
| **700.** | **Maintenance of Plant** | | | | | | | | | |
| **800.** | **Fixed Charges** | X X X X | X | X X X X | X | X X X X | X | X X X X | X | X X |
| | 850. Employee Retirement & F.I.C.A. | | | | | | | | | |
| | 855. Insurance | | | | | | | | | |
| | 860. Rent | | | | | | | | | |
| | 890. Other Expenses | | | | | | | | | |
| **900*** | **School Lunch & Spec. Milk Program** | | | | | | | | | |
| **000.** | **Student-Body Activities** | | | | | | | | | |
| **100** | **Community Activities** | | | | | | | X X X X | X | X X |
| **200.** | **Capital Outlay** | X X X X | X | X X X X | X | X X X X | X | X X X X | X | X X |
| | 1265. Sites | | | | | | | X X X X | X | X X |
| | 1266 Buildings | | | | | | | X X X X | X | X X |
| | 1267 Equipment | | | | | | | X X X X | X | X X |
| **300.** | **Debt Service** | X X X X | X | X X X X | X | X X X X | X | X X X X | X | X X |
| | 1370. Principal of Debt | | | | | | | X X X X | X | X X |
| | 1371 Interest on Debt | | | | | | | X X X X | X | X X |
| | 1390. Other Debt Service | | | | | | | X X X X | X | X X |
| **177.** | **Outgoing Transfer Accounts in State** | X X X X | X | X X X X | X | X X X X | X | X X X X | X | X X |
| | 1477.1. Tuition | | | | | | | | | |
| | 1477.2 Transportation | | | | | | | | | |
| | 1477.3 Supervisory Union Expenses | | | | | | | | | |
| | 1477.5. Payments into Cap. Res. Funds | | | | | | | X X X X | X | X X |
| | 1477.9 Other Expenses | | | | | | | | | |
| **478.** | **Outgoing Transfer Acc'ts. out of State** | X X X X | X | X X X X | X | X X X X | X | X X X X | X | X X |
| | 1478.1. Tuition | | | | | | | | | |
| | 1478.2. Transportation | | | | | | | | | |
| | 1478.9. Other Expenses | | | | | | | | | |
| **479.** | **Expenditures to other than Pub. Schools** | | | | | | | | | |
| **600.** | **Adult Education** | | | | | | | X X X X | X | X X |
| **700.** | **Summer School** | | | | | | | | | |
| | Contingency Fund | | | | | | | | | |
| | Deficit Approp. | | | | | | | | | |
| | Supplemental Approp. | | | | | | | | | |
| | | | | | | | | | | |
| | | | | | | | | | | |
| **TOTAL APPROPRIATIONS** | | | | | | | | | | |

FEDERAL & DISTRICT FUNDS

| VOTED & DISTRIBUTION | | | |
|---|---|---|---|
| PT GENERAL EXPENSE | | | |
| D HOOL | | HIGH SCHOOL | |
| X | X | X X X X | X |
| | | | |
| | | | |
| | | | |
| X | X | X X X X | X |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| X | X | X X X X | X |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| X | X | X X X X | X |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| X | X | X X X X | X |
| X | X | X X X X | X |
| X | X | X X X X | X |
| X | X | X X X X | X |
| X | X | X X X X | X |
| X | X | X X X X | X |
| X | X | X X X X | X |
| X | X | X X X X | X |
| X | X | X X X X | X |
| X | X | X X X X | X |
| | | | |
| | | | |
| | | | |
| X | X | X X X X | X |
| | | | |
| X | X | X X X X | X |
| | | | |
| | | | |
| | | | |
| | | | |
| X | X | X X X X | X |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |

| SECTION III | ESTIMATED REVENUES | | | | SECTION IV | |
|---|---|---|---|---|---|---|
| REVENUES & CREDITS AVAILABLE TO REDUCE SCHOOL TAXES | APPROVED BUDGET 1974-75 | | SCHOOL BOARD'S BUDGET 1975-76 | | REVENUE REVISIONS (SEE PAGE 4) | |
| UNENCUMBERED BALANCE | | | | | | |
| **Revenue from State Sources:** | X X X X | X | X X X X | X | X X X X | X |
| Sweepstakes | | | | | | |
| Foundation Aid | | | | | | |
| School Building Aid | | | | | | |
| Area Vocational School | | | | | | |
| Driver Education | | | | | | |
| Intellectually Retarded | | | | | | |
| | | | | | | |
| | | | | | | |
| **Revenue from Federal Sources:** | X X X X | X | X X X X | X | X X X X | X |
| NDEA-Title III Science, Math & Lang. | | | | | | |
| NDEA-Title V-Guidance & Testing | | | | | | |
| Vocational Education | | | | | | |
| National Forest Reserve | | | | | | |
| Flood Control | | | | | | |
| Sch. Lunch & Special Milk Program | | | | | | |
| PL815 (Impacted Area-Cap. Outlay) | | | | | | |
| PL 874 (Impacted Area-Cur. Oper.) | | | | | | |
| PL 89-10 (ESEA) | | | | | | |
| | | | | | | |
| | | | | | | |
| **Local Revenue Except Taxes:** | X X X X | X | X X X X | X | X X X X | X |
| Tuition | | | | | | |
| Trust Fund Income | | | | | | |
| Rent | | | | | | |
| Other Revenue from Local Sources | | | | | | |
| | | | | | | |
| **Bonds-Notes & Capital Res. Funds:** | X X X X | X | X X X X | X | X X X X | X |
| Bond or Note Issues | | | | | | |
| Withdrawals from Cap. Res. Funds | | | | | | |
| **TOTAL SCHOOL REVENUES and CREDITS** | | | | | | |
| **DISTRICT ASSESSMENT →** | | | | | | |
| **TOTAL APPROPRIATIONS** | | | | | | |

Detail on items under Capital Outlay in 1975-76 Budget to be financed by bonds, notes and/or withdrawals from capital reserve funds.

| Purpose | Amount |
|---|---|
| | |

## 1975-76 BUDGET OF THE SCHOOL DISTRICT

## OF ______________________________, N. H.

**Certified That Budget Was Posted With Warrant on** ____________________ 1975

______________________ ______________________

______________________ ______________________

______________________ ______________________

______________________ ______________________

______________________ ______________________

(SPACE ABOVE FOR SIGNATURES OF SCHOOL BOARD MEMBERS)

## MATRIX OF LOCAL/STATE RESEARCH OBJECTIVES

| OBJECTIVE | ASSUMPTION AREA | IMPACT AREA | AUDIENCE | | EVALUATIVE CRITERIA | ASSESSMENT PROCESS |
|---|---|---|---|---|---|---|
| | | | STATE | LOCAL | | |
| 1) Parents will have variety of educational options to select from. | 1,4 | Social | x | x | *Public option.<br>*Private option.<br>*Out of district options. | *Document all options available.<br>*Document all options used. |
| 2) Students will shift from original home school to other options. | 1,4 | Educational | x | x | *Base line enrollments documented. | *Note shifts into and from base line status as a function of choice. Family moving is not a shift. |
| 3) Student shift to and from options will be a function of socioeconomic status. | 1,2,6, 10 | Social | x | x | *Shift as function of income. | *Monitor shifts as noted in #2 as a function of income. |
| 4) Parents will participate more fully in the educational process of their children. | 2 | Social | x | x | *Parent/child involvement.<br>*Parents reviewing options and making choices.<br>*Parents attendance at public meetings.<br>*Parents in the schools. | *Develop parent questionnaire to monitor these events and others of attitude. |
| 5) The voucher demonstration system will be known and understood by parents. | 2 | Social | x | x | *Parents awareness and understanding of vouchers.<br>*What method of information was most helpful. | *Part of parent survey questionnaire.<br>*Document dissemination of information about the demonstration through all media. |

| OBJECTIVE | ASSUMPTION AREA | IMPACT AREA | AUDIENCE | | EVALUATIVE CRITERIA | ASSESSMENT PROCESS |
|---|---|---|---|---|---|---|
| | | | STATE | LOCAL | | |
| 6) Parents will weigh various factors in the educational choice process. | 2 | Educational | x | x | *List possible reasons for choice:<br>-Educational program.<br>-Teaching staff.<br>-Bussing.<br>-Geography.<br>-Friends opinion.<br>-Others. | *Document reason(s) for parent choice of program. |
| 7) The voucher demonstration will encourage educational diversity. | 4,9, 12 | Educational | x | x | *More options are available as test progresses.<br>*Existing options wax and wane as test progresses. | *Document institutional shift in all options, building from original documentation in #1. |
| 8) The voucher schools will effectively inform parents of their programs. | 3,4 | Educational | x | x | *All schools will have program publicity.<br>*Widespread use of media will occur.<br>*Negative advertising may occur. | *Document process of each school's information dissemination effort.<br>*Ascertain truth in advertising. |
| 9) Students in voucher demonstration will achieve in reading and mathematics. | 3,5 | Educational | x | x | *Above or average achievement in reading and math. | *Test sample of students annually in reading and math.<br>*Analyze as a function of school and SES shift. |

| OBJECTIVE | ASSUMPTION AREA | IMPACT AREA | AUDIENCE | | EVALUATIVE CRITERIA | ASSESSMENT PROCESS |
|---|---|---|---|---|---|---|
| | | | STATE | LOCAL | | |
| 10) Parent attitude toward education/ school will improve. | 2 | Social | x | x | *Positive parent attitude toward education.<br>*Positive parent attitude toward the school. | *Include semantic differential attitude assessment in parent instrument. |
| 11) Cost per unit of education will decline. | 7 | Economic | x | x | *Per-pupil costs for each alternative.<br>*Relate costs to student achievement/parent attitude. | *Develop standard cost accounting system for all schools. |
| 12) Student attitude toward education will improve. | 5 | Educational | x | x | *Attendance rates.<br>*Vandalism in schools.<br>*Attitude toward education. | *Document attendance rates over a period of time for students.<br>*Document vandalism.<br>*Student attitude survey. |
| 13) Teachers will become more professional in their educational careers. | 4 | Educational | x | x | *Attitude toward their work and vouchers.<br>*Use of new and innovative techniques and media. | *Teacher survey to assess attitude toward vouchers, pro and con. Also include items on new classroom techniques. |

| OBJECTIVE | ASSUMPTION AREA | IMPACT AREA | AUDIENCE STATE | LOCAL | EVALUATIVE CRITERIA | ASSESSMENT PROCESS |
|---|---|---|---|---|---|---|
| 14) Teachers will become more involved in the administrative and political aspects of education. | 8 | Political | x | x | *Teachers knowledge about budget matters.<br>*Teacher attendance at policy (EVA or Board) meetings.<br>*Teachers have administrative duties. | *Include items in teacher survey. |
| 15) Teachers will become more directly involved with parents. | 1,3 | Educational | x | x | *Teacher visits with parents.<br>*More achievement data (micro) kept by teachers. | *Include items in teacher survey. |
| 16) Teachers will redistribute themselves to seek out programs where they can add strength. | 3,4 | Educational | x | x | *Teacher shifts.<br>*New teachers added. | *Document shifts in professional staff, and the reasons.<br>*Document the process for hiring new staff.<br>*Document reasons (salary, programs, geography). |
| 17) Vouchers will lead to a complete, yet simple cost analysis of education. | 7 | Economic | x | x | *Complete cost accounting. | *Cost accounting and analysis system established to cover all voucher and non-voucher costs. |

| OBJECTIVE | ASSUMPTION AREA | IMPACT AREA | AUDIENCE | | EVALUATIVE CRITERIA | ASSESSMENT PROCESS |
|---|---|---|---|---|---|---|
| | | | STATE | LOCAL | | |
| 18) Parents will be more satisfied with their children's education. | 3 | Educational | x | x | *Satisfaction will improve by all parents. | *Assess parent satisfactions as a function of<br>-knowledge about vouchers.<br>-SES.<br>-school participation.<br>-program.<br>-child achievement.<br>-shift in schools. |
| 19) Vouchers result in de-facto segregation of schools by students and professionals. | 10 | Social | x | x | *Stratification as a function of<br>-Income.<br>-Ethnic Background.<br>-Ability.<br>-Salary. | *Document each school's students and professionals and the shifts over the period of the demonstration. |
| 20) Decentralized authority for school management will occur as a result of vouchers. | 8 | Political | x | x | *Management of school programs at the unit level. | *Document the impact and control over school programs at the local level and its shift over time. |
| 21) Each voucher school will develop its own objective-based evaluation system. | 3 | Educational | x | x | *Each school has management and student outcome objectives.<br>*Each school has an evaluation system to ascertain progress. | *Document each school's evaluation system, critique its quality. |

(APPENDIX E)

## ESTIMATED VOUCHER VALUES

ATE ____________________ SCHOOL DISTRICT ________________

**LEMENTARY**

Appropriation from 75-76 Form F-1
Minus: Pupil Transportation (500 Series)
Minus: Exp. to Other Than Public Schools
SUB-TOTAL
Replacement Cost __________
Plus: 2% of Replacement Cost (Rental Charge)
TOTAL (A)

Fall Enrollment - Sept. 20, 1975 (B)

Estimated Elementary Voucher Value $\frac{A}{B}$
Plus: 7% Inflationary Increase
Amount to Provide an Alternative
Final Estimated Voucher Value for 76-77 (C)

**IDDLE/JUNIOR HIGH**

Appropriation from 75-76 Form F-1
Minus: Pupil Transportation (500 Series)
Minus: Exp. to Other Than Public Schools
SUB-TOTAL
Replacement Cost __________
Plus: 2% of Replacement Cost (Rental Charge)
TOTAL (A)

Fall Enrollment - Sept. 20, 1975 (B)

Estimated Middle/Junior High Voucher Value $\frac{A}{B}$
Plus: 7% Inflationary Increase
Amount to Provide an Alternative
Final Estimated Voucher Value for 76-77 (C)

**IGH SCHOOL**

Appropriation from 75-76 Form F-1
Minus: Pupil Transportation (500 Series)
Minus: Exp. to Other Than Public Schools
SUB-TOTAL
Replacement Cost __________
Plus: 2% of Replacement Cost (Rental Charge)
TOTAL (A)

Fall Enrollment - Sept. 20, 1975 (B)

Estimated High School Voucher Value $\frac{A}{B}$
Plus: 7% Inflationary Increase
Amount to Provide an Alternative
Final Estimated Voucher Value for 76-77 (C)

## INSTRUCTIONS FOR ESTIMATED VOUCHER VALUE WORKSHEET

To determine the estimated voucher value for the 1976-'77 school year:

1) Take the appropriate "grade level" total appropriation from the current '75-'76 budget and subtract pupil transportation (500 series) and "expenditures to other than public schools" (1479 series).

   Reason: The pupil transportation amount is excluded because of RSA 193:4 and 194:27. The expenditures to other than public schools are expenses for special education, and those expenses are included in the special education factor.

2) Add a rental charge of 2 percent of the current replacement cost as reported on the '75-'76 Opening Day report.

   Reason: To compensate for capital costs as allowed by RSA 193:4 and 194:27.

3) Determine pupil count from the September 20, 1975 General Fall Report for the specific level, not including the special education pupils for which tuition is being paid.

4) Divide the calculated appropriation indicated on the worksheet as A, by the pupil count indicated as B to obtain the estimated voucher value $\frac{A}{B}$.

5) To update this estimated value for the '76-'77 budget, a 7 percent inflationary increase has been added to the value $\frac{A}{B}$ to obtain the final estimated value labeled C.

## DETERMINATION OF SUPPLEMENTAL VOUCHER VALUE

### Special Education

The following information was received in a report from the Special Education Consortium of Supervisory Unions 40, 41, and 63 in regard to special education costs.

The Analysis of Programs used by Supervisory Unions 40, 41, and 63 provides a representative picture of the program utilization pattern for New Hampshire public schools. There are approximately 8,000 preschool and school age children in the ten towns represented in the three Supervisory Unions. Of these 8,000 children, 403, or about 5 percent are involved in special programs at a total cost of $445,016.71, or $1,104.26 per child. In general, the local school districts pay only the State Average Tuition ($885 to age fourteen, $1,121 from age fourteen to age 21) or slightly larger amounts, and the differences must be made up from other sources.

Essentially the entire administrative cost of the regional Special Education Consortium is supported with an annual local budget of $68,500 which is directed toward the 403 students with special needs plus others who are currently being identified or followed without special services at this time.

If the total cost of the special education program, $445,017, plus the additional administrative cost of $68,500 is compared to the cost of the same number of children at the state average tuition,* as indicated below:

$$\frac{\text{Special Education Cost}}{\text{Cost at SAT*}} = \frac{\$513,517}{\$373,175} = 1.376 = 1.38$$

a special education factor is determined. Transportation is not included in this factor.

Therefore, it can be said that special education costs are 1.38 times "average" costs, so that a special education voucher's value should be 1.38 times the basic voucher value.

## Vocational Education

Comparison of vocational education costs were similarly made using information obtained from the Division of Vocational-Technical Education, State Department of Education, and local vocational directors.

To determine the specific factor, the following values were determined:

| | |
|---|---|
| Cost of academic studies for salaries, supplies, equipment, and books | $488 |
| Cost of vocational education for same | $738 |
| Average cost for all high school students '74-'75 | $915 |
| Average administration costs for all students | $427 |

$$\frac{\text{Vocational Costs}}{\text{Basic Costs}} = \frac{\$738 + \$427}{\$488 + \$427} = \frac{\$1,165}{\$915} = 1.273 = 1.27$$

Therefore, the vocational education voucher factor will be 1.27 times the basic voucher value.

APPENDIX G1

## ASSESSING EXISTING ALTERNATIVE SCHOOLS

| NAME OF SCHOOL AND LOCATION | Definitely interested | Uncertain, would like more information | Total School Population | Grade Levels | Curriculum/Program | *Tentative no. of openings available for next school year | *Per pupil cost | *Tuition | Other | Comments |
|---|---|---|---|---|---|---|---|---|---|---|
| VOUCHER DISTRICT SCHOOLS | | | | | | | | | | |
| Allenstown | | | | | | | | | | |
| Elementary School | X | | 420 | 1-5 | Traditional | 3 | ** | ** | | |
| Upper Elementary | X | | 240 | 6-8 | Traditional | 35 | ** | ** | | |
| Candia | | | | | | | | | | |
| Moore Elementary | X | | 400 | 1-8 | Combination-Open & Traditional | -0- | ** | ** | | |
| Deerfield | | | | | | | | | | |
| George B. White Elementary | X | | 480 | 1-8 | Traditional, Activity Centered | 183 | ** | ** | | |
| Hooksett | | | | | | | | | | |
| Hooksett Village Elementary | X | | 400 | 1-6 | Traditional Activity Centered | 36 | ** | ** | | |
| Fred C. Underhill Elementary | X | | 450 | 1-6 | Combination-Open/Traditional | 55 | ** | ** | | |

## ASSESSING EXISTING ALTERNATIVE SCHOOLS

| NAME OF SCHOOL AND LOCATION | Definitely interested | Uncertain, would like more information | Total School Population | Grade Levels | Curriculum/Program | *Tentative no. of openings available for next school year | *Per pupil cost | *Tuition | Other | Comments |
|---|---|---|---|---|---|---|---|---|---|---|
| Hooksett | | | | | | | | | | |
| Hooksett Memorial Jr. High | X | | 300 | 7-8 | Combination-Open/Traditional | 43* | ** | ** | | |
| Hollis | | | | | | | | | | |
| Hollis Elementary | X | | 400 | 1-5 | Traditional, Activity Centered | -0- | ** | ** | | |
| Hollis Middle School | X | | 400 | 6-8 | Open & Traditional | 50 | ** | ** | | |
| Hollis High School | X | | 650 | 9-12 | Open & Traditional | 206 | ** | ** | | |
| CONTIGUOUS DISTRICT SCHOOLS | | | | | | | | | | |
| Amherst, N.H. | | | | | | | | | | |
| Amherst Middle | | X | 900 | 5-8 | Traditional & Open - at the Teacher's option | 200 | ** | ** | | |

## ASSESSING EXISTING ALTERNATIVE SCHOOLS

| NAME OF SCHOOL AND LOCATION | Definitely interested | Uncertain, would like more information | Total School Population | Grade Levels | Curriculum/Program | *Tentative no. of openings available for next school year | *Per pupil cost | *Tuition | Other | Comments |
|---|---|---|---|---|---|---|---|---|---|---|
| Auburn, N.H.<br>Auburn Village Elementary | | X | 425 | 1-8 | Open & Traditional | 31 | ** | ** | | |
| Brookline, N.H.<br>Elementary | | X | 250 | 1-6 | Open & Traditional | 49 | ** | ** | | |
| Dunbarton, N.H.<br>Elementary | | X | No response | 1-6 | Open & Traditional | No response | ** | ** | | |
| Merrimack, N.H.<br>James Mastricola Elementary | | X | 600 | 1-5& Spec. Ed. | No response | -0- | ** | ** | | |
| Reeds Ferry Elementary | | X | 800 | 1-5 | Traditional with limited Open | 100 | ** | ** | | |
| Thornton's Ferry Elementary | | X | 800 | 1-5 | Traditional & Open | -0- | ** | ** | | |

ASSESSING EXISTING ALTERNATIVE SCHOOLS

| NAME OF SCHOOL AND LOCATION | Definitely interested | Uncertain, would like more information | Total School Population | Grade Levels | Curriculum/Program | *Tentative no. of openings available for next school year | *Per pupil cost | *Tuition | Other | Comments |
|---|---|---|---|---|---|---|---|---|---|---|
| Northwood, N.H.<br>Coe-Brown Academy (High School) | | X | 300 | 9-12 | Traditional | 100 | ** | ** | | |
| Pembroke, N.H.<br>Elementary | | X | 450 | 4-8 | Open | -0- | ** | ** | | |
| Pembroke Academy (High School) | | X | 900-1,000 | 9-12 | More Traditional than Open | 100-200 | ** | ** | | |
| Raymond, N.H.<br>Raymond High School | | X | 375 | 9-12 | Combination Traditional/Open | 225* | ** | ** | | On double session |
| Pepperell, MA.<br>Peter Fitzpatrick Elementary | | X | 700 | 1,3,4,5,6,Sp. | Traditional primarily | 50 | ** | ** | | |
| Groton Street Elementary | | X | 120 | 1,2 | Traditional/Open | 34 | ** | ** | | |
| Clara M. Shattuck Elementary | | X | 200 | 1,2,3 | Traditional/Open | 50-75 | ** | ** | | |

# ASSESSING EXISTING ALTERNATIVE SCHOOLS

| NAME OF SCHOOL AND LOCATION | Definitely interested | Uncertain, would like more information | Total School Population | Grade Levels | Curriculum/Program | *Tentative no. of openings available for next school year | *Per pupil cost | *Tuition | Other | Comments |
|---|---|---|---|---|---|---|---|---|---|---|
| Pepperell, MA.<br>Spaulding Memorial | | X | 600 | K-6 | Traditional primarily | -0- | ** | ** | | |
| CONTIGUOUS DISTRICT PRIVATE SCHOOLS | | | | | | | | | | |
| Manchester, N.H.<br>The Derryfield School | | X | 220-230 | 7-12 | College Prep. | 10 | ** | ** | | |
| Ms. Jacques Private School | | X | 100 | 1-6 | Special Ed. | 8 | ** | ** | | |
| Nashua, N.H.<br>Mautabon Community School | | X | 40 | 9-12 | Open | 19 | ** | ** | | |

## APPENDIX G1 NOTES

All starred (*) items are subject to change over time. Because of this, we did not include tuition and per pupil costs on the matrix.

Also, the tentative number of openings available for next year reflects a total for each school. A grade-level-openings-available chart will be prepared to accompany this matrix when it goes out to the parents.

## APPENDIX G2

# JOHN DOE ELEMENTARY*

## 1 - 5

## OPEN CONCEPT

John Doe Elementary School
Anywhere, USA

Telephone: 000-0000

Principal: Jack Brown

Capacity of School: 400

Could accept 56 more students

___ All grade levels open

_X_ Selected grades open

1 ② ③ ④ ⑤

Tuition: $900

Cost per pupil: $900

Admissions Criteria: None

Special Education: Yes, all grade levels

Grouping: Homogeneous--math and English; Heterogeneous--all other subject areas.

Average Class Size: 20

GOALS:

- --Pupils must master the basic academic skills--reading, math, etc.
- --Students' individual talents and abilities are identified and nurtured.
- --Students are taught to think, question, and take initiative.
- --Students are given a sense of self-confidence and self-pride.

PROGRAM DESCRIPTION:

John Doe Elementary School is a place where a student can learn to like himself better, to obtain the basic skills necessary for future education and life, to fit into society, to be able to work with others, and be able to learn in diverse ways in different fields.

It is a place where the student is not only free to learn but learns that freedom is not always doing what he pleases--that freedom carries with it responsibilities.

John Doe Elementary is a happy place, where there is order without regimentation, where there are teachers who have empathy, where there is a curriculum and a methodology which stimulates the student's ability and disposition to learn.

## SPECIAL PROGRAMS AND SERVICES:

John Doe Elementary has one full-time reading specialist, a full-time learning disabilities specialist, a full-time guidance counselor, a full-time nurse, and a full-time special education teacher who provide services for all students at the school.

In addition, there are (on a rotating schedule) 42 volunteer aides who help the teachers in the classrooms and also devote some of their time to tutoring children.

## SCHOOL STAFF

John Doe Elementary School has 17 full-time instructional staff and 10 part-time. Seven members of the instructional staff hold the masters degree--all others hold the bachelors plus graduate credits.

Ten of the 17 full-time instrutional staff members have been at John Doe for ten years or more. The average annual teacher turnover is less than one.

Teachers are formally evaluated a minimum of three times each year by the principal and assistant principal. Informal evaluations occur almost daily because of the open structure of the school.

## STUDENT EVALUATION:

Students are evaluated through the use of teacher-prepared and standardized tests (the standardized tests being administered primarily in math and reading) as well as teacher observation.

Parents are kept informed that tests are being or have been administered through the Weekly Newsletter.

## CO-CURRICULAR ACTIVITIES:

John Doe Elementary offers an extensive after-school intramural sports program as well as an elementary school band.

## PARENT/SCHOOL INVOLVEMENT:

John Doe Elementary has a very active PTA whose 200 plus members are "project oriented."

Parents receive a Weekly Newsletter from the school which helps keep them informed of activities, tests, important dates, etc.

Parents are invited to schedule conferences whenever they feel it necessary and to visit the school whenever they want. (We average three visitors a day.)

PHYSICAL FACILITY:

John Doe Elementary is a one-level, open-structured building having many windows.

In addition to the general classroom areas, the school provides a gymnasium/auditorium; a cafeteria; resource areas for music, art, and the library; and a well-developed and protected outside play area.

*This school program description is a sample--the descriptors reflect a composite of those submitted on the school descriptive statements.

## ALLENSTOWN

Distance to:

| | |
|---|---|
| Bow | 11 miles |
| Candia | 19 miles |
| Deerfield | 17 miles |
| Epsom | 8 miles |
| Hollis | 40 miles |
| Hooksett | 7 miles |
| Pembroke | 3 miles |

| | |
|---|---|
| Grades 1-5 | Elementary School |
| Grades 6-8 | Upper Elementary |
| Secondary Students | Pembroke Academy |

## ALLENSTOWN--MILEAGE

| | Point-to-point mileage | Accumulative mileage from starting point |
|---|---|---|
| **Allenstown Elementary School** | | |
| Corner Bear Brook | 4.2 | 4.2 |
| Old Allenstown Meeting House and Bear Brook State Park | 1.5 | 5.7 |
| Corner South and Middle (Deerfield) | 3.6 | 9.3 |
| George B. White School (Deerfield) | 8.8 | 18.1 |
| **Allenstown Elementary School** | | |
| Epsom Traffic Circle | 9.8 | 9.8 |
| 107 Junction | 3.6 | 13.4 |
| Junction 43 | 7.7 | 21.1 |
| Junction 152 | 1.8 | 22.9 |
| Junction 125 | 7.9 | 30.8 |
| Junction 108 and Oyster River High | 6.0 | 36.8 |
| Portsmouth Traffic Circle | 8.3 | 45.1 |
| **Allenstown** | | |
| Corner River Road and Rt. 28 | 3.2 | 3.2 |
| Bear Brook Villa | .4 | 3.6 |
| Bear Brook Gardens | 5.7 | 9.3 |
| **Corner Rt. 28** | | |
| School and Main | 3.9 | 3.9 |
| Entrance to Holiday Acres | 1.0 | 4.9 |

## CANDIA

Distance to:

| | |
|---|---|
| Allenstown | 19 miles |
| Auburn | 7 miles |
| Chester | 8 miles |
| Deerfield | 8 miles |
| Hollis | 39 miles |
| Hooksett | 13 miles |
| Raymond | 6 miles |

| | |
|---|---|
| Grades 1-8 and Special Education | Elementary School |
| Secondary Students | Manchester and Raymond |

# CANDIA--MILEAGE

| | Point-to-point mileage | Accumulative mileage from starting point |
|---|---|---|
| Corner 3 and 101-B | | |
| 101-B and Chester Turnpike | 3.4 | 3.4 |
| Merrill Road | 1.5 | 4.9 |
| (Candia) Smyth Public Library | 2.6 | 7.5 |
| Junction 107-A and 101-B | .7 | 8.2 |
| Corner 107-A and South Road | 2.6 | 10.8 |
| Deerfield Fairgrounds | 1.9 | 12.7 |
| Corner 107 and 107-A | .5 | 13.2 |
| Deerfield Camping Area | 1.7 | 14.9 |
| Old 101 (Triangle) | 1.9 | 16.8 |
| East Candia Post Office | | |
| 101-B and 107-A | 2.2 | 2.2 |
| **School Bus Route #1** | | |
| Moore School | | |
| Chester Turnpike | 5.1 | 5.1 |
| School Bus Turnaround | 1.4 | 6.5 |
| Return to Chester Turnpike | 1.4 | 7.9 |
| Return to school | 5.1 | 13.0 |
| **School Bus Route #2** | | |
| Moore School | | |
| Healey Road | .9 | .9 |
| Jane Drive | .8 | 1.7 |
| Merrill Road | 1.8 | 2.5 |
| Podunk Road | 1.7 | 4.2 |
| School Bus Turnaround | .6 | 4.8 |
| Four Corners onto 107 | 3.8 | 8.6 |
| Return to school | 1.1 | 9.7 |
| **School Bus Route #3** | | |
| Moore School | | |
| Island Road | 2.5 | 2.5 |
| Corner Critchett and Island | 2.3 | 4.8 |
| School Bus Turnaround | .4 | 5.2 |
| Return to school | 1.5 | 6.7 |

## CANDIA--MILEAGE

| | Point-to-point mileage | Accumulative mileage from starting point |
|---|---|---|
| **School Bus Route #4** | | |
| Moore School | | |
| Patten Hill Raod | 1.5 | 1.5 |
| Four Corners | 2.5 | 4.0 |
| East Candia Post Office | 1.4 | 5.4 |
| Corner 101 | .6 | 6.0 |
| Return to school | 1.7 | 7.7 |
| **School Bus Route #5** | | |
| Moore School | | |
| Post Office | 1.4 | 1.4 |
| Chester Road | .2 | 1.6 |
| Palmer Road | .8 | 2.4 |
| Back to Post Office | 4.2 | 6.6 |
| Return to school | 1.4 | 8.0 |
| **School Bus Route #6** | | |
| Moore School | | |
| School Bus Turnaround | 1.8 | 1.8 |
| Corner 107 | .7 | 2.5 |
| Right hand turn off 107 at top of hill | .6 | 3.1 |
| Healey Road | .7 | 3.8 |
| Corner 101-B | .7 | 4.5 |
| Corner Adams Road | .7 | 5.2 |
| 101 | 1.2 | 6.4 |
| Return to school | 2.5 | 8.9 |
| Manchester (South Willow Street Exit) | 11.2 | 20.1 |

## DEERFIELD

Distance to:

| | |
|---|---|
| Allenstown | 17 miles |
| Candia | 8 miles |
| Epsom | 8 miles |
| Hollis | 40 miles |
| Hooksett | 22 miles |
| Northwood | 7 miles |
| Nottingham | 6 miles |
| Raymond | 11 miles |

| | |
|---|---|
| Grades 1-8 | George B. White School |
| Secondary Students | Five different schools<br>(1) Raymond<br>(2) Manchester Central<br>(3) Coe-Brown Academy (Northwood)<br>(4) Oyster River High<br>(5) Pembroke Academy |

## DEERFIELD--MILEAGE

| | Point-to-point mileage | Accumulative mileage from starting point |
|---|---|---|
| Concord | | |
| Horse Corner - Beanstalk 202 Store | 7.5 | 7.5 |
| Epsom Traffic Circle 202-4-9 | 2.3 | 9.8 |
| Junction 107-4-202 | 3.7 | 13.5 |
| Junction 104 and 43 | 5.7 | 19.2 |
| George B. White School | 1.5 | 20.7 |
| Deerfield | | |
| Junction 107-A and 107 | 1.9 | 1.9 |
| Junction 101 | 3.7 | 5.6 |
| Corner 107-A and 101-B | 3.5 | 9.1 |
| Corner 101 and 107-A | .2 | 9.3 |
| Manchester via Hanover Street | 11.3 | 20.6 |
| George B. White School | | |
| Route 107 and 43 | 1.8 | 1.8 |
| Northwood Line | 3.1 | 4.9 |
| Corner 43 and 4 | 2.6 | 7.5 |
| Northwood Elementary School | 1.7 | 9.2 |
| Northwood Town Hall | 1.5 | 10.7 |
| Coe-Brown Academy | .4 | 11.1 |
| Northwood Post Office | .5 | 11.6 |
| The Christian School | 1.0 | 12.6 |
| Routes 107 and 4 | .8 | 13.4 |
| Corner 43 and 4 | 5.9 | 19.3 |
| Junction 152 (Nottingham Line) | .6 | 19.9 |
| Nottingham School (Sanborn Memorial Field) | 5.6 | 25.5 |
| Corner 152 and 156 (South) | .2 | 25.7 |
| Raymond Town Line | 4.6 | 30.3 |
| Moore School (Candia) | 9.5 | 39.8 |

Note: Deerfield to Epsom via Corner Griffin and Center Hill Road 9.4 miles

## DEERFIELD--MILEAGE

| | Point-to-point mileage | Accumulative mileage from starting point |
|---|---|---|
| **School Bus Route #427** | | |
| 107-A and South Road | | |
| Corner Birch and South Road | 1.5 | 1.5 |
| Birch to Middle | .9 | 2.4 |
| Middle to South | 2.1 | 4.5 |
| Corner 107 and Raymond Road | 6.8 | 11.3 |
| George B. White School | 1.8 | 13.1 |
| **School Bus Route #7717** Trip #1 | | |
| George B. White School | | |
| Rt. 43 (Mountain View) Turnaround | 4.0 | 4.0 |
| Parade Road | 2.5 | 6.5 |
| Corner Nottingham Road | .8 | 7.3 |
| Turnaround | 1.6 | 8.9 |
| Corner James Road and 107 | 2.6 | 11.5 |
| Return to school | .9 | 12.4 |
| **School Bus Route #7717** Trip #2 | | |
| George B. White School | | |
| Rt. 107 and 107-A (Raymond Rd.) | 1.9 | 1.9 |
| Cotton Road and 107-A | 1.2 | 3.1 |
| Corner Cotton Road and 107 (Raymond Road) | 1.3 | 4.4 |
| Purington's Turnaround | .8 | 5.2 |
| Brown Road | 1.7 | 6.9 |
| Reservation Road | .1 | 7.0 |
| Turnaround | 1.0 | 8.0 |
| Back to Raymond Road | 1.1 | 9.1 |
| Junction 107 and 107-A | .6 | 9.7 |
| Return to school | 1.9 | 11.6 |

## DEERFIELD--MILEAGE

### School Bus Route #7718
Trip #1

| George B. White School | Point-to-point mileage | Accumulative mileage from starting point |
|---|---|---|
| Turnaround | 6.6 | 6.6 |
| Parade Road | 5.8 | 12.4 |
| Return to school | 1.3 | 13.7 |

### School Bus Route #7718
Trip #2

| George B. White School | Point-to-point mileage | Accumulative mileage from starting point |
|---|---|---|
| Old Center Road | 3.5 | 3.5 |
| Corner Whittier Road | 1.4 | 4.9 |
| Griffin Road | 2.2 | 7.1 |
| Mount Delight | 5.3 | 12.4 |
| Ridge Road | 1.1 | 13.5 |
| Return to school | 2.2 | 15.7 |

## HOLLIS

Distance to:

| | |
|---|---|
| Allenstown | 40 miles |
| Amherst | 11 miles |
| Brookline | 5 miles |
| Candia | 39 miles |
| Deerfield | 44 miles |
| Hooksett | 35 miles |
| Merrimack | 10 miles |
| Milford | 8 miles |
| Nashua | 6 miles |
| Pepperell, Mass. | 6 miles |

| | |
|---|---|
| Grades 1-5 | Elementary School |
| Grades 6-8 | Middle School |
| Grades 9-12 | High School |

Note: (Brookline Middle and High School pupils attend Hollis schools.)

## HOLLIS--MILEAGE

Amherst - Hollis - Pepperell - Groton

| | Point-to-point mileage | Accumulative mileage from starting point |
|---|---|---|
| Clark School (Amherst) | | |
| Hollis Elementary | 9.2 | 9.2 |
| Hollis High School | .6 | 9.8 |
| Peter Fitzpatrick School (Pepperell) | 5.8 | 15.6 |
| Clara M. Shattuck School (Pepperell) | .2 | 15.8 |
| Groton - Dunstable Secondary School | 5.4 | 21.2 |
| Groton Boys School | .4 | 21.6 |
| Groton Private School | 2.3 | 23.9 |
| 111 and 119 Intersection in Groton | 4.4 | 28.3 |
| North Middlesex Regional High School (Townsend, Mass.) | 3.6 | 31.9 |
| Junction 119 and 13 - Townsend | 2.7 | 34.6 |
| Daniels Academy (Brookline) | 6.1 | 40.7 |
| Souhegan Bank (Hollis) | 5.3 | 46.0 |
| Return to Amherst | 9.2 | 55.2 |

(APPENDIX H5)

## HOOKSETT

Distance to:

| | |
|---|---|
| Allenstown | 7 miles |
| Auburn | 12 miles |
| Bow | 8 miles |
| Candia | 13 miles |
| Deerfield | 22 miles |
| Dunbarton | 9 miles |
| Goffstown | 10 miles |
| Hollis | 38 miles |
| Manchester | 6 miles |

| | |
|---|---|
| Grades 1-6 | Fred C. Underhill Elementary |
| Grades 1-6 | Hooksett Village Elementary |
| Junior High | Junior High School |
| Secondary Students | Four different schools<br>(1) Manchester Central<br>(2) Manchester West<br>(3) Raymond<br>(4) Pembroke Academy |

## HOOKSETT--MILEAGE

| | Point-to-point mileage | Accumulative mileage from starting point |
|---|---|---|
| Manchester | | |
| Hooksett Memorial School | 6.1 | 6.1 |
| Allenstown | 3.7 | 9.8 |
| Pembroke Academy | 1.8 | 11.6 |
| Junction 106 and 3 | 2.6 | 14.2 |
| Corner 101 and Loudon Road | 1.0 | 15.2 |
| Corner Loudon Road and 202 | 2.0 | 17.2 |
| South - Loudon Road and Route 3 | | |
| Junction 28 | 5.1 | 5.1 |
| Entrance Bear Brook State Park | 3.5 | 8.6 |
| Traffic Circle (202-9-4) | 5.9 | 14.5 |
| Concord Hill Road (Pittsfield) | 5.4 | 19.9 |
| Manchester - Corner 93 and 3-A | | |
| Hooksett Fire Department and Bridge | 6.5 | 6.5 |
| Goonan Road and 3-A | 2.1 | 8.6 |
| Hackett Hill | 3.0 | 11.6 |
| Corner Hackett Hill and Goffstown Road | 2.6 | 14.2 |
| Corner Hackett Hill and Bow Road | .4 | 14.6 |
| Corner Hackett Hill and Mason Ave. | .3 | 14.9 |
| End of Mason Development | .2 | 15.1 |
| Returning - 3-A and Hackett Hill Corner | | |
| Firehouse and bridge | 5.0 | 5.0 |
| Plourde's Sand and Gravel | 1.1 | 6.1 |
| 3-A and Pine Street | .7 | 6.8 |
| Pine Street and Brandywine Dr. | .7 | 7.5 |
| School Bus Turnaround | .3 | 7.8 |
| Pine and 3-A (Main Street) | .9 | 8.7 |
| Pinnacle and 3-A | .4 | 9.1 |
| Pinnacle and Donald Street | .3 | 9.4 |
| Pinnacle and 3-A | .5 | 9.9 |
| Fire Station and bridge | .2 | 10.1 |
| Hooksett Elementary School | .5 | 10.6 |
| South Main and Rt. 3 | .4 | 11.0 |
| Hooksett Memorial School | .9 | 11.9 |

## HOOKSETT--MILEAGE

| | Point-to-point mileage | Accumulative mileage from starting point |
|---|---|---|
| Rt. 3 and 28 By-pass | 3.2 | 14.9 |
| Rt. 28 and Smyth Road | 2.2 | 16.3 |
| Return to Memorial School | 6.4 | 22.7 |
| Corner 28-A and 3 | 2.8 | 25.5 |
| Hale Avenue and 28-A | 2.2 | 27.7 |
| Valley Street and Mammoth Road | | |
| Mammoth and Smyth | 2.7 | 2.7 |
| Mammoth and Rt. 3 | 1.7 | 4.4 |
| Hooksett Memorial School | 3.1 | 7.5 |
| Mammoth Road and Hale (Construction--cannot use Rt. 3--Hale to Frances, to Alice Avenue left on Mammoth Road) | 4.2 | 11.7 |
| Memorial School | 4.6 | 16.3 |
| Highland Street and Corner of Granite | 2.0 | 18.3 |
| Memorial School | 2.1 | 20.4 |

# RESEARCH ISSUES AND PROCEDURES FOR THE NEW HAMPSHIRE EDUCATIONAL VOUCHER DEMONSTRATION

## I. Introduction and Scope

The purpose of this paper is to provide initial form for the development of a comprehensive evaluation design for the New Hampshire Educational Voucher Project as it progresses through the planning stages toward implementation.

A number of previously developed position papers have provided conceptual-level approaches to the evaluation of a voucher demonstration. Other papers address specific research issues and the roles of individuals or agencies in evaluation activities. It is apparent that no single comprehensive design has been articulated to pull together these concepts, people, and issues. This paper attempts that synthesis.

The New Hampshire Educational Voucher Project is designed so that parents will be eligible to receive a voucher to enable their children to attend:

a. One of the public schools in their home district, if such schools are provided.

b. A public school outside of their home district subject to space limitations and the willingness of such a school to accept them. In those instances where tuition is greater than the voucher price, parents may pay any tuition costs above the value of the voucher or may secure other additional financial support.

c. A non-sectarian private school of their choice, if the students meet the admissions criteria. In those instances where tuition is greater than the voucher price, parents may pay any tuition costs above the value of the voucher or may secure other additional financial support.

The voucher program provides parents with a genuine choice between educational programs. This freedom of choice may lead to more diverse and responsive educational opportunities (SDE, 1973).

AS THE PROJECT MOVES THROUGH ITS FIVE YEAR DEMONSTRATION EFFORT, IT SEEKS TO TEST THE VALIDITY OF THE FOLLOWING ASSUMPTIONS: (SDE, 1973, pp. 4 & 5)

1. Increased Freedom of Choice: Parents will have increased freedom in choosing their child's education.
2. Direct Parental Participation: Parents will participate more directly in school affairs. Therefore, parents will exercise vouchers to transfer students between schools and will be more active in parent groups in all schools.
3. Improved Accountability: Schools will provide more factual information to parents concerning the effectiveness of their educational programs. Parents will then use this information in the selection of their child's program.
4. Increased Educational Responsiveness and Diversity: In-

creased educational diversity will result. The number of new schools and the number of times that programs change will increase in response to the consumers' stated needs.

5. Improved Educational Achievement: The level of achievement will improve or remain stable under a voucher plan. Standardized and comprehensive testing programs will indicate increased or stable results in students' conventional academic achievements.
6. More Equal Opportunities: Low and moderate income parents will have more educational opportunities for their children. This increase will be indicated by a substantially greater number of low and moderate income parents selecting other than their previous single option. Also, the percentage of families selecting other than the previous educational option will not be related to family income.
7. Cost Effectiveness: The cost per unit of education of a comparable quality will fall. The cost per student will be less under a voucher plan than under the present system, with no decrease in educational effectiveness.
8. Refocusing of Political Activities: There will be reduced political emphasis on the educational content. The political system will be more concerned with how to fund education (process) and will tend to leave the providing of education (content) to those with educational expertise.

FURTHER THE PROJECT SEEKS TO TEST THE VALIDITY OF THE NEGATIVE ASSUMPTIONS (SDE, 1973, pp. 5 & 6) WHICH ARE:

9. Decline of Public Schools: The public schools will not be able to compete effectively with private schools. There will be a noticeable decline in public school enrollments.
10. Educational and Social Stratification: Public schools will be left with only the difficult-to-educate students. The public schools will become a dumping ground for students with low achievement, social adjustment problems, or behavior problems. Moreover, the possibility of ethnic, or socioeconomic segregation is increased.
11. Transitional Problems: The consequences of success or failure of the project cannot be anticipated. Non-acceptance of the voucher concept following federal withdrawal from the project could present major adjustment problems in returning to traditional educational financing. Acceptance may lead to an increase in local property tax burdens.
12. Requirements for Non-Public Schools: That New Hampshire's non-public schools will not accept the evaluation-auditing requirements and hence will not participate.

The research and evaluation effort for the New Hampshire model must relate directly to the twelve assumptions which the project is designed to test.

The evaluation design will address a host of issues which can be traced back to the original twelve assumptions. These issues will be of interest to three levels of public concern:

* National
* State
* Local (Local School Districts)

Further, the issues included in the evaluation design will assess the impact of the voucher demonstration in the following areas:

* Educational Impact
* Economic Impact
* Social Impact
* Political Impact

The initial evaluation design then, will key all research and evaluation issues to:

1) The assumption to be tested
2) The level of public concern
3) The area of impact

## II. Procedures for Evaluation Activities

While various activities of the research and the evaluative issue attached in Section III of this paper may only be of primary interest to the national, the State, or the local audience, it is the position of the local voucher administration that it should assume vigorous leadership in the design, supervision, and execution of evaluation activities, regardless of the level of audience interest.

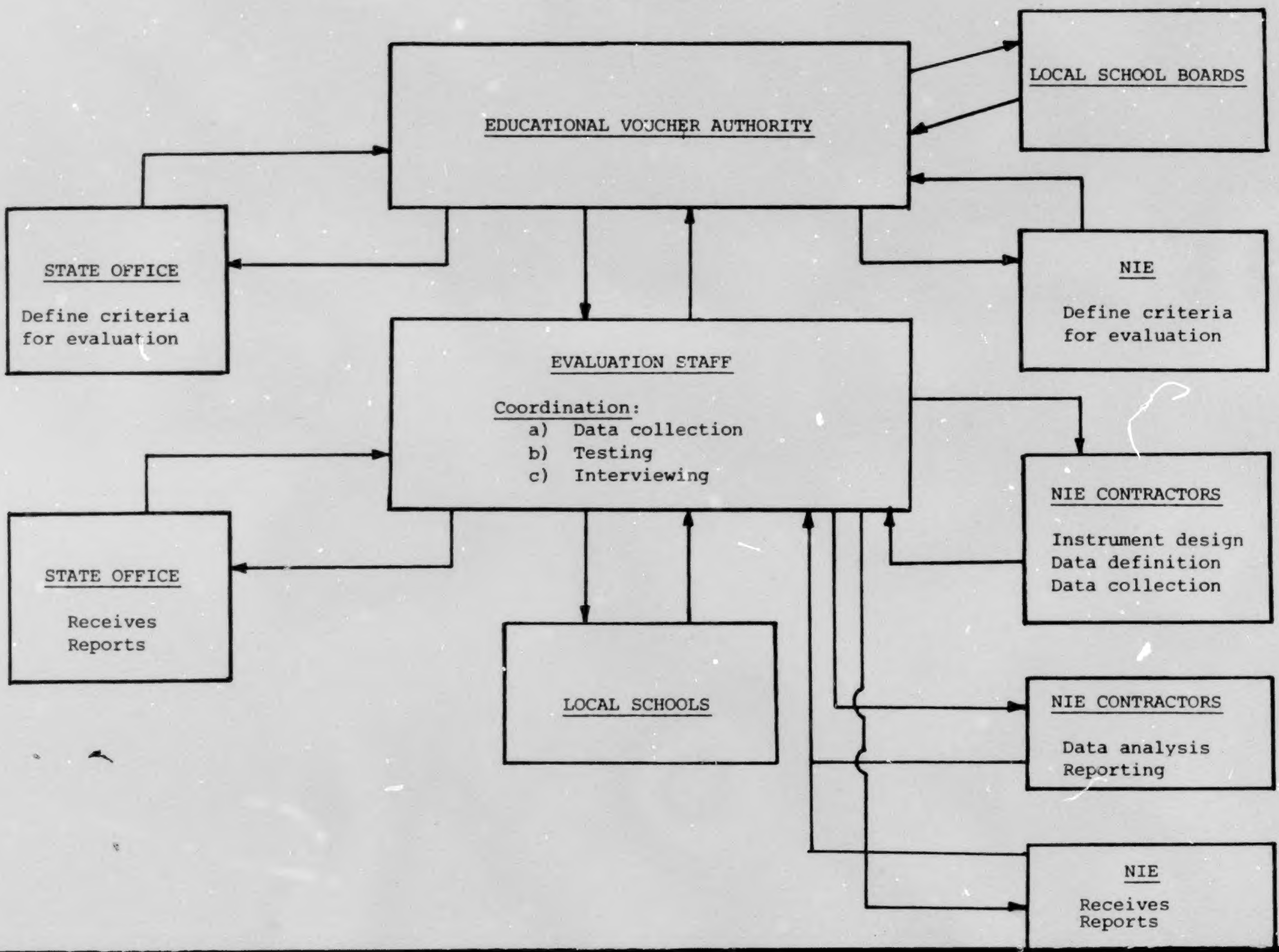
It is clear from the Alum Rock experience (Weiler, 1974) that the insertion of various third party individuals and groups resulted in garbled evaluation procedures and results. Moreover, Cunningham (1975) cites "unobtrusiveness" as one of the key attributes of on-site evaluation activities. Local control of the evaluation activities is a central theme of this paper.

Certainly the design of evaluation criteria and assessment strategies will require the active involvement of NIE, (NIE contractors such as C. M. Leinwand Associates), N. H. State Department of Education professionals, and local personnel. However, in addition to coordinating and defining the data elements, the development of questionnaires, testing, or interview procedures, the local project staff will have responsibility for implementation, scheduling of data collection, and supervision of on-site evaluation personnel. Data analysis, interpretation, and reporting can and might well be accomplished by non-project staff.

A basic flow for the evaluation process as it relates to the input and output needs of various groups and agencies might appear as follows:

## EVALUATION

## INFORMATION/MANAGEMENT FLOW



(APPENDIX J)

## III DEFINITIONS

The regulations, procedures and safeguards included in Chapters Three, Four and Appendix A apply to private schools under the statutory authority granted to the State Board of Education in RSA 193:1, RSA 198:20-a, Chapter 186-A and RSA 186:11, XXIX. The definitions listed under Section I, below, shall serve to define a school. Section II shall serve to define the types of private schools under the authority of the State Board of Education. Section III defines "education program, course or class". Section IV identifies those state and federal programs for which private schools are eligible to participate. Section V identifies those schools, facilities, agencies and institutions that are NOT DEEMED PRIVATE SCHOOLS UNDER THESE REGULATIONS.

These regulations are adopted in accordance with the procedural requirements for rule adoption by state agencies under RSA 541-A, "The Administrative Procedures Act." These procedures require at least twenty (20) days notice of intended action and said notice shall specify the time, place and manner by which interested persons may present views thereon.

| | |
|---|---|
| SECTION I. A SCHOOL: | A "school" shall mean an organization whose primary purpose is the development of individual potential by means of a systematic method of instruction of a defined type(s) comprising one or more grade groups or other identifiable grouping, and providing one or more teachers who guide and supervise the learning experience of pupils. |
| Public School | A "public school" shall mean a school which is established and operated by a town, cooperative or municipal school district, maintained primarily by public funds and which is administered by a school board whose members are elected at any annual school district meeting or in such other manner as may be provided under the laws of the State of New Hampshire. |
| Private School | The terms "private school" and "nonpublic school" are used synonomously in these regulations and shall mean a school duly approved under these regulations as adopted by the State Board of Education and which is established by an individual or group other than the State, subdivision of the State or Federal government and whose operation, or any portion thereof, rests with those officials who have not been publicly elected or appointed. |
| SECTION II. TYPES OF APPROVED PRIVATE SCHOOLS: | The following codes and categories shall serve to identify and describe the types of approved private schools in New Hampshire requiring approval under those policies adopted by the State Board of Education in compliance with the compulsory attendance laws: |

| CODE | APPROVAL CATEGORY |
|---|---|
| SP | APPROVED FOR ATTENDANCE AND SPECIAL EDUCATION shall mean a private school, program or class for the education and training of intellectually, physically or emotionally handicapped persons as defined in Chapter 186-A of the Revised Statutes Annotated. IMPORTANT: Schools, programs and classes for handicapped persons (special education) shall not be eligible under these regulations to apply for approval for attendance purposes only. See Code AA. below. Also RSA 198:20-a provides that no state moneys or moneys raised and appropriated by any political subdivision of the state or any federal moneys administered by the state or political subdivision thereof shall be paid or granted to a nonpublic school for the education and training of handicapped persons as defined in Chapter 186-A, IV, which has not been approved by the State Board of Education pursuant to those policies adopted under the provisions of RSA 186:11, XXIX. |
| AP | APPROVED FOR ATTENDANCE AND EDUCATIONAL PROGRAM shall classify a private school which 1) meets all requirements for attendance and program evaluation as set forth in Chapter Three of these regulations; OR 2) a private school which is a member in good standing of the New England Association of Schools and Colleges. See STEP 8 pages 35-36 of these regulations for "program approval". |
| AA | APPROVED FOR ATTENDANCE PURPOSES ONLY shall classify a private school which has satisfactorily completed the requirements for attendance as set forth in Chapter Three of these regulations. Such schools are not required to have "program approval" as defined under STEP 3, pages 30-32 of these regulations. |

## SECTION III. EDUCATION PROGRAM COURSE OR CLASS

An education "program" "course" or "class" shall mean an organization of subject matter and related learning experiences for the instruction of pupils on a regular or systematic basis, usually for a predetermined length of time, and which constitutes part of a school's total education curriculum or serves as the education component of a facility, agency or institution whose primary purpose does not qualify it as a school.

## SECTION IV. PRIVATE SCHOOLS ELIGIBLE FOR SERVICES

State approved private schools are eligible to participate in certain state and federally funded programs. The following statements may help to clarify existing program and aid categories. For further information, contact the Divisions of Instruction, Administration and Vocational Rehabilitation, State Department of Education

1. Approved schools, programs and classes for the education and training of handicapped persons (Code SP) are eligible to receive state special education funds and tuition payments from public school districts.

2. All types of approved private schools (Codes SP, AP and AA) are eligible to participate in the following state administered programs:

a. Child benefit services as provided under the provisions of RSA 189:49.

b. Dual enrollment programs as provided under the provisions of RSA 193:1-a.

c. Federal education programs administered by the State Department of Education, including Titles I, II, and III of the Elementary and Secondary Education Act.

d. Program amendments to Title I, ESEA, providing special funds for the education of migrants, delinquents and the handicapped.

e. Private secondary schools are eligible to participate in the state's reimbursement program for approved driver education courses.

3. Vocational rehabilitation services are available to New Hampshire residents attending approved private secondary schools.

## SECTION V. WHAT IS NOT A PRIVATE SCHOOL?

The following schools, facilities, agencies and institutions shall not be deemed "private schools" under these regulations. Such schools, facilities, agencies and institutions are approved under other statutory provisions and need not complete the approval steps listed in this publication. Where applicable, the applicant is referred to the appropriate agency of state government responsible for administering approval criteria and related services:

1. Rehabilitation Facility: The term "rehabilitation facility" shall mean a facility which is operated for the primary purpose of providing rehabilitation programs to handicapped individuals including one or more of those services for the handicapped as defined by Public Law 93-112. In general, rehabilitation services are designed to prepare a person to work under the direction of a physician and the supervision of other appropriate specialists in assisting handicapped persons to overcome or compensate for any loss of function, and to restore the individual's physical, and/or mental health to an optimum level. For additional information, contact Facilities Specialist, Division of Vocational Rehabilitation, State Department of Education, 105 Loudon Road, Concord, New Hampshire 03301.

2. Public Academy: The term "public academy" shall mean a secondary school which is organized and administered by a private board of trustees and whose contract with a public school district has been approved by the State Board of Education pursuant to the provisions of RSA 194:22. Further, a public academy shall serve as the high school for those pupils who reside in the town or municipality in which such school is located. Public academies are approved for attendance purposes under the Minimum Standards and Recommended Practices for New Hampshire High Schools, Grades 9-12. For additional information, contact Consultant, Secondary School Services, Division of Instruction, State Department of Education, Concord, New Hampshire 03301.

3. Tutorial Program: The term "tutorial program" shall mean a learning activity in which instruction is provided an individual pupil by direct interaction with a teacher. NOTE: New Hampshire law does not make provision for tutoring as a substitute for attendance at a state approved public or private school. As a general rule, parents may not tutor or provide for the tutoring of their own children or those children under their care or custody as a means of compliance with New Hampshire's compulsory attendance laws. This general rule, however, shall not prevent the Commissioner of Education from approving a tutorial program as satisfying attendance requirements, providing that the parent or guardian can demonstrate that attendance of a child at a state approved public or private school would create a manifest educational hardship on such child.

4. The New Hampshire State Department of Education also administers the licensing of all PRIVATE TRADE, COMMERCIAL CORRESPONDENCE AND OTHER SCHOOLS which charge tuition or fees and promises to provide training, courses of study, or which give pre-employment or supplementary training or both. Such proprietary schools are licensed under the regulations defined in RSA 188:C. For further information, contact the Director, State Approving Agency, Division of Post-Secondary Education, State Department of Education, 163 Loudon Road, Concord, New Hampshire 03301.

5. A SCHOOL OF HIGHER EDUCATION means all voluntary corporations and associations as defined in RSA 202. The New Hampshire Post-Secondary Education Commission administers all laws and procedures relating to the establishment and evaluation of institutions of higher education. For further information contact the Executive Secretary, New Hampshire Post-Secondary Education Commission, 66 South Street, Concord, New Hampshire 03301.

6. The New Hampshire Legislature has assigned the Department of Health and Welfare the responsibility for establishing standards for GROUP DAY CARE FACILITIES, DAY CARE NURSERIES, FAMILY DAY CARE HOMES, GROUP HOMES AND CHILD CARING INSTITUTIONS. Therefore, the types of facilities defined below must be licensed by the New Hampshire Department of Health and Welfare, Division of Welfare, 8 Loudon Road, Concord, New Hampshire 03301.

**Group Day Care Facilities**

A group day care facility shall mean a day care center, a day nursery, a private nursery school or kindergarten, a child development center, a parent-child center, a play group, a head start center, progressive school or any other facility which cares for seven or more children under the age of sixteen for a part but not all of a twenty-four hour day. Such day care facilities as defined may be privately operated or sponsored by a church, social agency, cooperative group or a community or by a public agency other than public schools. (Note: Any program which includes Elementary grades as well as a pre-first grade shall be deemed a "private school" and approved by the appropriate division of the State Department of Education.

| | |
|---|---|
| Day Care Nurseries | A day care nursery shall mean any day care home or other facility which receives for care five or more under three years of age, apart from their parents for any part of the day. |
| Family Day Care Home | A family day care home shall mean a family, with a day care mother, which receives for care no more than six children, including preschool children, and who shall not remain in the family home overnight. |
| Group Homes | A group home shall mean a home serving as a child-caring agency, incorporated with a governing board of directors, which provides specialized services for four to twelve children, six years of age or older, who can benefit from residential living either on a short-term or long-term basis. |
| Child Caring Institution | A child caring institution shall mean a facility caring for over twelve children, six years or older, who can benefit from residential living either on a long-term or short-term basis. |

## CHAPTER THREE: REGULATIONS, PROCEDURES AND SAFEGUARDS FOR THE APPROVAL OF NONPUBLIC SCHOOLS

### Introduction

The following regulations, procedural steps and safeguards shall apply to all applicants seeking initial approval as a private school and approved schools requesting a continuation of their approved status. These regulations are adopted pursuant to the provisions of RSA 186:11, XXIX, which require that the State Board of Education, through the Commissioner of Education acting as the executive officer of the board, establish reasonable criteria for approving nonpublic schools for the purpose of compulsory attendance requirements. In addition, the board may upon the request of a nonpublic school approve or disapprove its education program. New Hampshire's compulsory attendance law, RSA 193:1, requires that "every child between six and sixteen years of age shall attend the public school within the district or a public school outside the district to which he is assigned or an approved private school during all the time the public schools are in session..." The term "approved" private school is held by the State Board to mean a set of standards to be met and not simply the physical attendance of pupils in a classroom. Attendance at an approved school implies that pupil learning occurs.

These regulations also establish the basis for approving private schools, programs and classes for the education and training of handicapped persons pursuant to the provisions of Chapter 186-A and RSA 198:20-a. All such schools, programs and classes are required to meet the special education requirements as administered by the Special Education Section, Division of Vocational Rehabilitation, State Department of Education. SEE APPENDIX A FOR REGULATIONS AND PROCEDURAL STEPS.

Approval under these regulations is required prior to actual operation as a new school, program or class and shall be for one year, or as otherwise determined by the Commissioner of Education. Thereafter, all approved private schools are required to report information annually on forms provided by the State Department of Education. The successful completion of these reporting requirements will determine the continuation of approved status. In the case of schools, programs and classes for handicapped persons, the continuation of approved status is further subject to the results of periodic on-site evaluations.

Pupils attending an unapproved school are considered truant. In such instances, the State Department of Education notifies the appropriate public school authorities who are required by law to enforce attendance of those pupils under their jurisdiction. Parents or persons standing in loco parentis to children attending an unapproved school are subject to court action and possible fines.

These regulations are adopted in accordance with the procedural requirements for rule adoption by state agencies under RSA 541-A, "The Administrative Procedures Act." These procedures require at least twenty (20) days notice of intended action and said notice shall specify the time, place and manner by which interested persons may present views thereon.

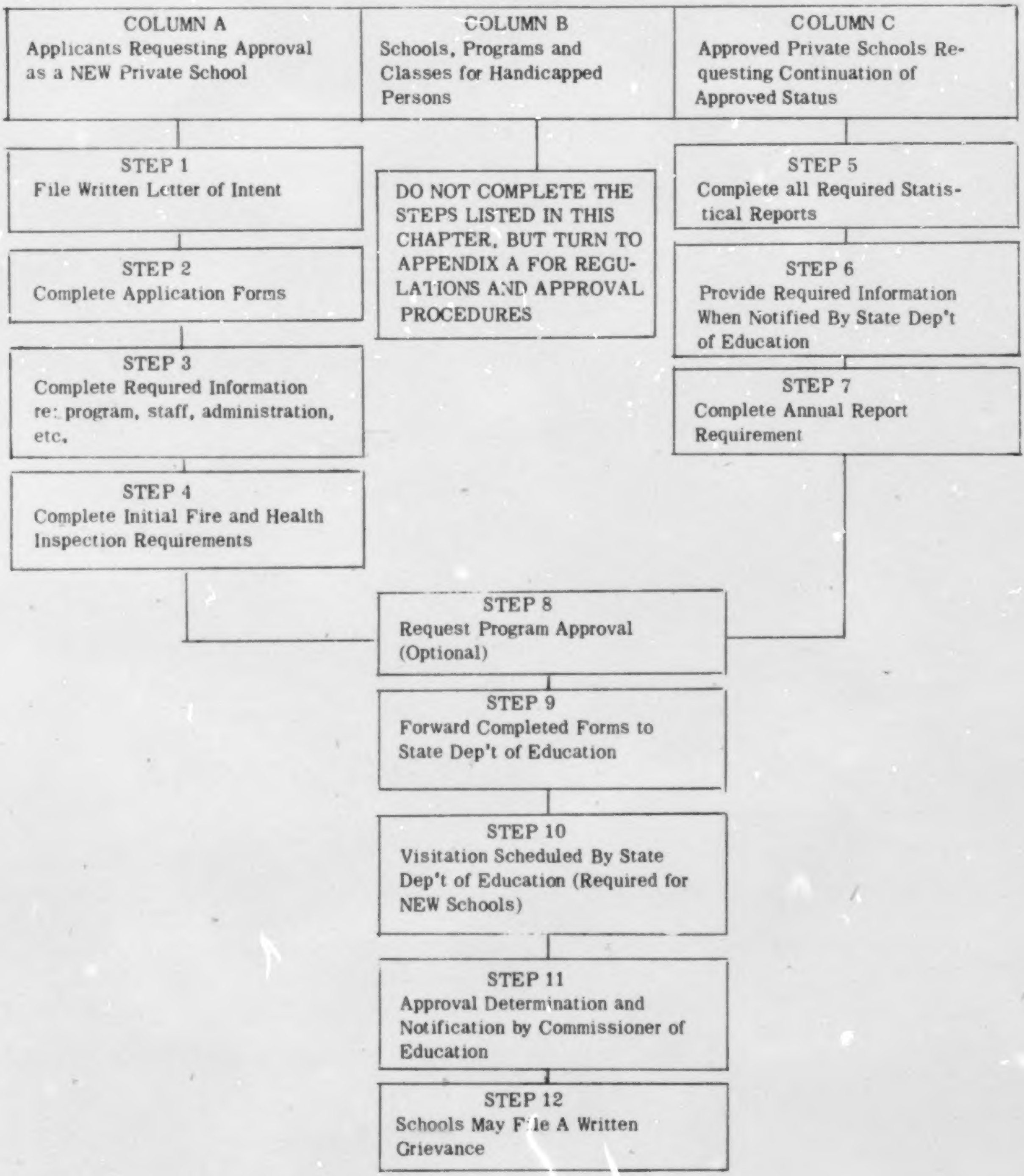
## PLEASE READ INSTRUCTIONS CAREFULLY

### Instructions

Please read the definitions listed on pages 21-22 and determine the type of private school for which you wish to request approval. Please note that certain types of "schools" and child-caring facilities and programs DO NOT come under these regulations. If you are making application as a NEW school, then follow those STEPS outlined in COLUMN A of the Flow Chart provided on the next page. Each STEP is explained in greater detail in the succeeding pages. If you are an approved private school at the time these regulations are adopted, then you are required to complete those STEPS listed in COLUMN C of the Flow Chart. Refer to the succeeding pages for specific details. Also note that STEPS 8-12 apply to both NEW schools and APPROVED schools. IMPORTANT: IF YOU ARE REQUESTING INITIAL APPROVAL AS A PRIVATE SCHOOL, PROGRAM OR CLASS FOR THE EDUCATION AND TRAINING OF HANDICAPPED PERSONS (SPECIAL EDUCATION) THEN DO NOT COMPLETE THE STEPS LISTED IN THIS CHAPTER, BUT TURN TO APPENDIX A AND COMPLETE THE STEPS REQUIRED. IF YOU ARE AN APPROVED PRIVATE SCHOOL, PROGRAM OR CLASS FOR HANDICAPPED PERSONS AT THE TIME THESE REGULATIONS ARE ADOPTED, YOU ARE REQUIRED TO MEET THE PROVISIONS OF STEP 10, APPENDIX A. REFER TO PAGE A-8.

## FLOW-CHART

The following brief outline is provided to assist applicants in identifying those steps necessary to gain approval from the State Board of Education as a private school. Refer to the following pages for more detailed information.


COLUMN A
Applicants Requesting Approval as a NEW Private School
COLUMN B
Schools, Programs and Classes for Handicapped Persons
COLUMN C
Approved Private Schools Requesting Continuation of Approved Status
STEP 1
File Written Letter of Intent
DO NOT COMPLETE THE STEPS LISTED IN THIS CHAPTER, BUT TURN TO APPENDIX A FOR REGULATIONS AND APPROVAL PROCEDURES
STEP 5
Complete all Required Statistical Reports
STEP 2
Complete Application Forms
STEP 6
Provide Required Information When Notified By State Dep't of Education
STEP 3
Complete Required Information re: program, staff, administration, etc.
STEP 7
Complete Annual Report Requirement
STEP 4
Complete Initial Fire and Health Inspection Requirements
STEP 8
Request Program Approval (Optional)
STEP 9
Forward Completed Forms to State Dep't of Education
STEP 10
Visitation Scheduled By State Dep't of Education (Required for NEW Schools)
STEP 11
Approval Determination and Notification by Commissioner of Education
STEP 12
Schools May File A Written Grievance

## I. APPLICATION FOR INITIAL APPROVAL AS A NEW PRIVATE SCHOOL

All applicants seeking initial approval as a private school shall be required to complete the following STEPS. (See also Steps 8-12).

STEP 1 Letter of Intent: Each applicant shall file an initial "Letter of Intent to Establish a Private School" with the appropriate Consultant, Division of Instruction, State Department of Education. (See addresses listed under STEP 9, page 36). The applicant is encouraged to file such Letter of Intent at least six months prior to the proposed date of actual operation. In no case shall the Letter of Intent be forwarded to the State Department of Education LESS THAN NINETY (90) DAYS PRIOR TO THE PROPOSED DATE OF OPENING. The Letter of Intent shall include the following information:

- The specific education purpose(s) and objectives to be served by the new private school.
- The educational level(s) to be included in the school's enrollment (e.g., elementary, middle/junior high, high school). If the school is to be ungraded, then indicate the approximate age range of the pupils to be enrolled.
- The name, telephone number and mailing address of that person authorized to represent the interests of the private school.
- The location and brief description of those facilities to be used for school purposes.

STEP 2 Completetion of Application Forms: Upon receipt of the initial "Letter of Intent to Establish a Private School", the State Department of Education will forward application forms. The school shall complete the application forms and the information required in STEPS 3-4 below, and return to the appropriate Division of the State Department of Education at least thirty (30) working days before the proposed date of opening (see STEP 9).

STEP 3 Information Required: Because the State Department of Education must respond to public inquiries for factual information about all schools, the following information is required as part of the initial application material. This information will have no bearing on the approval or denial of application except as follows:

a. The applicant fails to make adequate provisions for complying with specific statutory requirements. See "Additional Statutory References For Nonpublic Schools In New Hampshire", Section I, pages 39-41.

b. The applicant requests program approval as provided in RSA 186:11, XXIX. See definition of a "Private School Approved For Attendance and Educational Program" (Code AP) page 22 and

STEP 8, page 35. If the applicant requests program approval then the State Department of Education will evaluate the information submitted below in terms of the school's ability to experience reasonable success in implementing its own stated educational purpose(s) and objectives.

### PROGRAM:

- One copy of the school's curriculum (A list of courses and their descriptions is acceptable).
- A brief description of the school's supporting services (e.g., health, guidance, library services, food services, referral services, etc.)
- A brief statement indicating how the school complies with each of the statutory requirements of private schools as listed under Section I, pages 39-41 of these regulations.
- A brief statement identifying those practices, if any, adopted by the school in carrying out the intent of those statutory references listed under Section II, pages 41-43 of these regulations.

### EVALUATION:

- A brief statement on how the school will evaluate the achievement of its stated educational purpose(s) and objectives.

### STAFF:

- A brief biographical sketch of each staff member, including formal education and special life experiences that qualify the staff member to carry out the school's educational purposes and objectives.

### ADMINISTRATION:

- A brief statement describing the administrative organization of the school. For example, does the school have a board of trustees or some type of advisory board or group? Is the school incorporated? Does the school have administrative officers, including a chief administrative officer? If so, please include the names, positions and addresses of such officers.

### STUDENT RECORDS:

- A brief description of the type of permanent records to be maintained by the school, including where such records may be obtained in the event of the school's closing.
- A brief statement indicating the school's policy concerning the availability of individual student transcripts.

### FINANCIAL MANAGEMENT:

- Describe briefly the procedure for the development of the school's financial and operating statement.
- Indicate if the school provides, or does not provide, for an independent audit of its financial operations.
- Are those persons responsible for the handling of school funds appropriately bonded?
- Does the school have tax exempt status as a non-profit institution?

NOTE: IF ALL THE INFORMATION REQUIRED UNDER STEP 3 IS INCLUDED IN THE SCHOOL'S INFORMATIONAL BROCHURES AND PUBLICATIONS, THE FORWARDING OF SAME TO THE APPROPRIATE DIVISION OF THE STATE DEPARTMENT OF EDUCATION WILL SATISFY THE PURPOSE OF THIS SECTION.

STEP 4 Completion of Initial Fire and Health Inspection Reports: The completed application forms shall

include attachments from the Office of State Fire Marshal and the State Division of Public Health, Bureau of Consumer Protection, verifying that the school's facilities are approved for occupancy. DETAILED PROCEDURES FOR THE COMPLETION OF FIRE AND HEALTH INSPECTIONS ARE INCLUDED IN APPENDIX B. The following steps briefly summarize these procedures:

- The applicant school requests the State Fire Marshal's Office, Britts Plaza, Concord, New Hampshire 03301, for an inspection of its facilities. Such requests shall be in writing with an informational copy sent to the appropriate Consultant, Division of Instruction, State Department of Education.

- The applicant school shall request the State Division of Public Health, Bureau of Consumer Protection, Concord, New Hampshire 03301, for a sanitary inspection of its facilities. Such request shall be in writing with an informational copy sent to the appropriate Consultant, Division of Instruction, State Department of Education.

- The applicant school shall be responsible for attaching a copy of the fire and sanitary inspection reports to its completed application forms. (See STEP 9).

NOTE Schools seeking approval of their facilities are reminded to check local zoning and building codes and the requirements of the State Water and Pollution Control Board in cases involving the use of septic systems. IF EITHER NEW CONSTRUCTION OR THE RENOVATION OF AN EXISTING BUILDING IS BEING CONSIDERED FOR SCHOOL USE, IT IS RECOMMENDED THAT ALL APPROPRIATE STATE AND LOCAL AGENCIES BE CONTACTED FOR THOSE REQUIREMENTS NECESSARY TO GAIN APPROVAL FOR SCHOOL USE. PRIOR KNOWLEDGE OF SUCH REQUIREMENTS MAY HELP AVOID COSTLY STRUCTURAL CHANGES AND TIME DELAYS IN GAINING APPROPRIATE AGENCY APPROVAL.

# ADDITIONAL STATUTORY REFERENCES FOR NONPUBLIC SCHOOLS IN NEW HAMPSHIRE

SECTION I: New Hampshire's Revised Statutes Annotated frequently make reference to both public and private schools. The following statutes, or sections thereof, specifically mention private schools and are applicable thereto. All private schools shall be required to provide assurance of compliance with these regulations under the authority granted to the State Board of Education in RSA 193:1, RSA 186:11, XXIX, and Chapter 186-A. In addition, these regulations are implemented consistent with the procedural requirements for rule adoption by state agencies as set forth in RSA 541-A, "The Administrative Procedures Act." These procedures require at least twenty (20) days notice of intended action and said notice shall specify the time, place and the manner in which interested persons may present views thereon.

Attendance:

RSA 193:1 "Duty of Pupil" requires that "every pupil between six and sixteen years of age shall attend the public school within the district or a public school outside the district to which he is assigned or an approved private school during all the time the public schools are in session** (emphasis added), unless he has been excused from attending on the ground that his physical or mental condition is such to prevent his attendance or to make it undesirable. Provided that any child more than fourteen years old who has completed the studies prescribed for the elementary school shall not be required to attend high school if the school district where he resides does not maintain a high school. Provided, further, if a child reaches his sixth birthday after September thirtieth he will not be required to attend school under the provisions of this act until the following year."

POLICY ADOPTED: For nearly half a century, the New Hampshire State Board of Education has interpreted the intent of RSA 193:1 to require nonpublic schools to provide a standard school year for at least one hundred and eighty days. Such an interpretation has not required private schools to adopt school calendars that are conterminous with public school calendars; providing that the total days of school constituted a standard school year. Since 1940, the State Department of Education has required all private elementary schools to report the length of their school year in number of days. Secondary parochial schools were required to submit such information on the same forms sent to public schools until these forms were discontinued. In recent years, a standard application form has been used by the Department of Education in requiring all private elementary and secondary schools to report the number of days in their respective calandars as well as the number of hours in a typical school day. In determining compliance with the 180 school day requirement, the State Board of Education has been guided by the individual merits of each case. Such time as Saturday morning classes, evening study hours and other similar "instructional time" was allowed to count toward meeting the standard school year requirement. IN LIGHT OF THE ABOVE ADMINISTRATIVE PRACTICE, THE FOLLOWING POLICY PERTAINING TO

---

**RSA 189:1 "Days of School" requires that the school board of every district shall provide standard schools for at least one hundred and eighty days in each year, at such places in the district as will best serve the interests of education and give to all pupils within the district as nearly equal advantages as are practicable.

## THE STANDARD SCHOOL YEAR FOR NONPUBLIC SCHOOLS IS HEREBY ADOPTED BY THE STATE BOARD OF EDUCATION PURSUANT TO THE PROVISIONS OF THE ADMINISTRATIVE PROCEDURES ACT

1. Pursuant to RSA 193:1 "Duty of Pupil" and RSA 193:2 "Duty of Custodian" approved private schools in New Hampshire shall be required to maintain a standard school year of one hundred and eighty days in each school year or its equivalent time

2 In determining "equivalent time", such practices as Saturday morning classes, organized activity periods, supervised evening study hours, independent study and research, field trips and other similar activities may be defined as "instructional time" and counted as a reasonable portion of the one hundred and eighty school day requirement.

3. If a private school shall decide that, by reason of special conditions or circumstances, the maintenance of standard schools for one hundred and eighty days or its equivalent time is undesirable, it may so represent in writing to the State Board. If the State Board shall be of the opinion that the representation is true, it may reduce the time of maintaining such private school to such limits as it may deem wise.

**Of Constitutions:**

RSA 189:10 requires that ". . . in all public and private schools in the state there shall be given regular courses of instruction in the constitutions of the United States and of this state and also in the Declaration of Independence . . "

RSA 189:11 requires that "such instruction in the constitutions of the United States and of this state shall begin not later than the opening of the eighth grade and shall continue in the high school course to the extent to be determined by the State Board."

**English Required:**

RSA 189:19 requires that "in the instruction of children in all schools, including private schools, in reading, writing, spelling, arithmetic, grammar, geography, physiology, history, civil government, music and drawing, the English language shall be used exclusively, both for the purposes of instruction therein and for the purposes of general administration; provided, however, that experimental educational programs in the field of bilingual education shall be permitted under the provisions of this section with the approval of the State Board of Education."

RSA 189:20 provides that "a foreign language may be taught in elementary schools; provided, that the course of study (or its equivalent) outlined by the state board in the branches named in section 19 be not abridged but be taught in compliance with the law of the state."

RSA 189:21 further provides that "the exclusive use of English for purposes of instruction and administration shall not prohibit the conduct of devotional exercise in private schools in a language other than English."

**Flag Display:** RSA 189:17 requires that ". . . the governing board of every private school shall supply a United States flag, such flag to be not less than five feet in length, with a flagstaff and appliance for displaying same. They shall make provisions similar to those required in the public schools for the display of said flag . . ." (Note: The statute's reference to public schools states that ". . . they shall prescribe rules and regulations for the proper custody, care and display of these flags . . ." Public schools are required to display both the United States flag and a New Hampshire state flag.) ". . . The regulations shall require that wherever possible, the United States flag and the New Hampshire state flag shall be displayed on separate staffs of equal height. When the flags are displayed on the same staff, the United States flag shall be displayed above the New Hampshire flag. When they are otherwise displayed, the flags shall be placed conspicuously in the principal room of the schoolhouse . . ." Any members of a school board or the governing board who shall refuse or neglect to comply with the provisions of this section shall be fined ten dollars for the first offense and twenty dollars for every subsequent offense."

**Registers:** RSA 194:31 requires that "all academies and private schools shall be furnished with copies of the school register, and shall make an annual statistical report to the state board." (Note: The State Board of Education has adopted Form A-3 as the form for reporting attendance data.)

**Payment of Governmental Moneys Prohibited:** RSA 198:20-a requires that no state moneys or moneys raised and appropriated by any political subdivision of the state or any federal moneys administered by the state or any political subdivision thereof shall be paid or granted to a nonpublic school for the education and training of handicapped persons as defined by RSA 186-A, IV, which has not been approved by the State Board of Education pursuant to those policies adopted under the provisions of RSA 186:11, XXIX.

SECTION II The following New Hampshire Revised Statutes Annotated, or sections thereof, do not

specifically mention private schools. However, the State Board of Education maintains that these statutory provisions are in the best interests of children, whether such children attend approved public or private schools, and were adopted by the legislature for the general protection and welfare of all citizens of the state. Private schools are hereby encouraged to voluntarily adopt practices that are consistent with the intent of these statutory provisions and shall be required to report such practices, if any, to the Commissioner of Education pursuant to the authority granted to the State Board of Education under RSA 193:1, Chapter 186-A and RSA 186:11,XXIX.

**Studies:** RSA 189:10 requires that "the school board shall see that the studies prescribed by the State Board are thoroughly taught, especially as it relates to the effect of alcohol and other drugs and venereal diseases on the human system."

**Child Benefit Services:** RSA 189:49 "Optional Services" states that "the school board of any school district may provide the following child benefit services for pupils in each public and nonpublic school in the district or in another school district in this state:

I. School physician services.
II. School nurse services.
III. School health services.
IV. School guidance and psychologist services.
V. Educational testing services.
VI. Transportation under the provisions of RSA 189:9.
VII. Textbooks and instructional materials.
VIII. Health and welfare services equivalent to those provided by public schools including speech correction and remedial and diagnostic services.
IX. Driver education
X. Educational television services.
XI. Programs for the deaf, blind, emotionally disturbed, crippled and physically handicapped children; audiovisual aids; and programs for the improvement of the educational studies of handicapped pupils.
XII. Physical education.
XIII. Hot lunch program.

If a court rules invalid one or more of the above services the other services shall not be deemed void but shall continue in effect.

Application for child benefit services grants must be made by the public school district to the State Board of Education no later than July 1 preceding the start of the school year for which it shall be applicable or if good cause can be shown, the State Board may accept applications up to but no later than the start of the applicable school year. Payment of said grant shall be made upon submission of certified expenses prior to the end of the applicable school year."

**Dual Enrollment:** RSA 193:1-a states that "notwithstanding any other provision of the law, the full-time attendance requirement may be met by attendance at more than one school provided the total time spent in the schools is equivalent to full-time attendance and further that the attendance at more than one school may include attendance at a nonpublic school provided that the school district and the State Board of Education have given prior approval to the detailed dual enrollment agreement, which is to be effectuated for this purpose."

**Advocacy of Subversive Doctrines Prohibited:** RSA 191:1 requires that "no teacher shall advocate communism as a political doctrine or any other doctrine which includes the overthrow by force of the government of the United States or of this state in any public or state approved school or in any state institution."

**Oath Required:** RSA 191:2 requires that "no person shall be employed or associated in any capacity, directly, or indirectly in teaching in public or state approved schools or in any state institution until he shall make and subscribe the oath or declaration as prescribed by part 2, article 84 of the Constitution of New Hampshire, and such person who violates said oath after taking the same shall be forthwith dismissed from the office or position involved."

**Certification and Recording:** RSA 191:3 states that "oaths required by this chapter shall be certified by the persons administering the same and returned forthwith to the recording officer of the body making the election or appointment."

Enforcement:

RSA 191:4 requires that "it shall be the duty of the attorney general to administer the provisions of this chapter, so that the oaths required hereunder are taken and provide for the dismissal of those ineligible to teach as provided in section 3."

Exception:

The provisions of section 2 and 3 of this chapter shall not apply to bona fide exchange professors or teachers who are not citizens of the United States provided that they declare their citizenship and nationality.

Control and Prevention of Communicable Diseases:

RSA 200:33 requires that "I. All children shall be immunized prior to school entrance according to the current recommendations of the state public health agency. II. Any child may be exempted from the above immunization requirements if he presents evidence from his physician that immunization will be detrimental to his health. A child may be excused from immunization for religious reasons at the discretion of the local school board. III. All children shall be examined prior to school entrance to detect symptoms of tuberculosis and may be periodically examined during his school experience."

SECTION III. The following New Hampshire Revised Statutes Annotated also apply to private schools

and are included in this section for informational purposes. Further information may be obtained by addressing inquiries to the Division of Administration, State Department of Education, Concord, New Hampshire 03301.

Transportation:

RSA 189:9 states that "pupils attending approved private schools, up to and including the ninth grade, shall be entitled to the same transportation privileges within any town or district as are provided for pupils in the public schools."

Treatment For Drug Dependency:

RSA 318-B, Section 12-a states that "any minor twelve years of age or older may voluntarily submit himself to treatment for drug dependancy as defined in RSA 318-B:1, IX or any problem related to the use of drugs at any municipal health department, state institution or facility, public or private hospital or clinic, any licensed physician, or other accredited state or local welfare agency, without the consent of a parent, guardian, or any other person charged with the care or custody of said minor."

Treatment and Care of Inebriates:

RSA 172:8-a "Confidentiality of Patient Records" states that "no report or records or the information contained therein on any patient of the program or any patient referred by this program shall be discoverable by the state in any criminal prosecution. No such reports or records shall be used for other than rehabilitation, research, statistical or medical purpose, except upon written consent of the person examined or treated. Confidentiality shall not be construed in such a manner as to prevent recommendation by the executive director to a referring court."

186-A:2 Definitions. The following words as used in this chapter shall be construed as follows:

I. "Physically handicapped" shall mean a child up to twenty-one years of age, married or unmarried, whose activity is or may become so far restricted by reason of a physical defect or infirmity, however caused, as to reduce his normal capacity for education or self-support, or both.

(Amended 1973, 125:1, eff. September 1, 1973)

II. "Intellectually handicapped" shall mean a child up to twenty-one years of age, married or unmarried, whose activity is or may become so far restricted by intellectual handicap, however caused, as to reduce his normal capacity for education or self-support, or both.

(Amended 1973, 125:2, eff. September 1, 1973)

III. "Emotionally handicapped" shall mean a child up to twenty-one years of age, married or unmarried, who, by reason of internal emotional conflicts, home conditions or general environment, has behavior and/or learning problems or is otherwise unable to make normal social or educational adjustments, but who has sufficient intellectual and emotional capacity to be enabled with clinical diagnosis, proper treatment, training and remedial education, to become a responsible and self-supporting citizen.

(Amended 1973, 125:3, eff. September 1, 1973)

IV. "Handicapped child" shall mean any child who is handicapped by one or more of the above defined handicaps. (Amended 1969, 72:1 eff. June 3, 1969.)

Sources: 1965, 378:1. 1969, 72:1. 1973, 125:1, 2, 3, eff: September 1, 1973.

186-A:6 Education Required. Every handicapped child capable of being benefited by instruction shall attend an approved school or program to which he may be assigned. If a physically handicapped child capable of being benefited by instruction shall make application for continued educational facilities, such instruction may be continued until such time as the physically handicapped child has acquired education equivalent to a high school education or has attained the age of twenty-one years.

Sources: 1965, 372:1. 1971, 443:1, eff. August 29, 1971.

(APPENDIX M1)

## VOUCHER SCHOOL DOCUMENTATION FORM

SCHOOL NAME: ______________________ DATE: ______________

ADDRESS: ____________________________________________

____________________________________________________

PHONE: ______________________________________________

ADMINISTRATOR IN CHARGE: NAME ________________________

POSITION ________________________

GRADE LEVELS SERVED ________ AND/OR AGE RANGE SERVED ______

LENGTH OF SCHOOL PROGRAM (YEARS) ______________________

TOTAL NUMBER OF STUDENTS ________ MALE ______ FEMALE ______

ENROLLMENT BY GRADE:

| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| MALE | | | | | | | | | | | | |
| FEMALE | | | | | | | | | | | | |
| TOTAL | | | | | | | | | | | | |

NUMBER OF STAFF:

TEACHERS ________

TEACHERS AIDES ________

COUNSELORS ________

ADMINISTRATORS ________

LIBRARIANS ________

SCHOOL NURSE ________

PARENT VOLUNTEERS ________

CUSTODIAL ________

SECRETARIAL ________

OTHER ________

OTHER ________

OTHER ________

OTHER ________

FACILITY: Describe the facilities in which the school is operating. Include such items as number of buildings or sites, floor space, specialized space such as library, shops, type of building structure and its proximity to other buildings.

PROGRAM: Describe the nature of the educational program. Include any special features which make the school a unique choice for parents. Also include the objectives of your program if they have been developed.

EVALUATION: Aside from the required data collection on mathematics, reading, and attitudes toward school, what specific evaluation measures are you planning?

## STUDENT PROFILE DATA

(A student profile data sheet would be completed by each student in all voucher schools. For young children, the teacher would assume the responsibility for completing this data for his/her students.)

1) NAME: ______________________________________________

ADDRESS: ____________________________________________

______________________________________________________

2) SEX: MALE ________ FEMALE ________

3) RACE OR ETHNICITY:

______ Black

______ White

______ Franco-American

______ Oriental

______ Spanish-American

______ Other______________

4) YEAR OF BIRTH ______________

5) GRADE LEVEL (CIRCLE ONE)

K 1 2 3 4 5 6 7 8 9 10 11 12

6) HIGHEST LEVEL OF EDUCATION FOR

| | MOTHER | FATHER |
|---|---|---|
| a) less than high school | ______ | ______ |
| b) high school diploma | ______ | ______ |
| c) post-secondary program | ______ | ______ |
| d) Associate Degree | ______ | ______ |
| e) Bachelor's Degree | ______ | ______ |
| f) Master's Degree | ______ | ______ |
| g) Doctoral Degree | ______ | ______ |

7) ESTIMATED INCOME RANGE OF FAMILY

______ less than $4,000

______ $4,000-$6,000

______ $6,000-$9,000

______ $9,000-$12,000

______ $12,000-$15,000

______ more than $15,000

8) HOW LONG HAVE YOU BEEN ENROLLED IN THIS SCHOOL?

______ This is my first year

______ 2-3 years

______ 4-5 years

______ more than 5 years

9) IF THIS IS YOUR FIRST YEAR AT THIS SCHOOL, PLEASE CHECK THE APPROPRIATE REASON.

______ This is my first year of school

______ My family just moved here

______ My parents chose this school because of its program

______ Other ________________________________

10) NAME OF SCHOOL (CHECK ONE)

(

(

( LIST OF VOUCHER SCHOOLS

(

(

## PARENT SURVEY

(This survey could be administered to a sample of parents of students attending voucher schools using the interview technique. It could also be used in a mail-out format to all parents. Perhaps a combination of approaches would be most effective.)

1) Have you heard of the educational voucher project?

Yes _____ No _____

2) Do you have any children of school age?

Yes _____ No _____

If yes, indicate:

| Name | Age | Grade | School |
|---|---|---|---|
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |

3) Are your children attending the same school, or regularly planned school if at a grade level change, they attended last year?

Yes _____ No _____

If no, which children changed school and why:

| Name | School Last Year | School This Year | Reason for Change |
|---|---|---|---|
| | | | |
| | | | |
| | | | |

5) Year of your birth: ____________________

6) Race or Ethnic group:

Black _____
White _____
Franco-American _____
Spanish-American _____
Oriental _____
Other _____

7) Education: Please circle last grade completed.

| Elementary | High School | College | Post College |
|---|---|---|---|
| 1 2 3 4 5 6 7 8 | 9 10 11 12 | 1 2 3 4 | 1 2 3 4 |

8) Do you rent or own your home?

Rent _____ Own _____

9) How long have you been living at this address?

Less than 1 year _____
1-5 years _____
6-10 years _____
More than 10 years _____

10) What is your family's total income for 1975?

_____ less than $4,000
_____ $4,000 - $6,000
_____ $6,000 - $9,000
_____ $9,000 - $12,000
_____ $12,000 - $15,000
_____ $15,000 - $20,000
_____ more than $20,000

11) When did you first hear of the voucher program?

_____ This is the first time

_____ Before July, 1975

_____ Between July and December, 1975

_____ Between January and June, 1976

_____ Between July and September, 1976

12) Please indicate all the sources from which you received information about the Educational Voucher Study.

_____ Radio

_____ Television

_____ Newspaper

_____ Brochures

_____ PTA or School Meeting

_____ Community Group

_____ Teachers

_____ Administrators of the School

_____ Children brought home information

_____ Relatives

_____ Friends

_____ Other ______________________________

13) Which source of information was most useful to you? Why?

______________________________________________________________

______________________________________________________________

______________________________________________________________

14) Do you feel that you understand how the Voucher program works?

_____ Yes _____ No _____ Unsure

15. Is an educational voucher a redeemable coupon worth the cost of a year's schooling for a child?

_____ Yes _____ No _____ Unsure

16. Can the educational voucher be cashed at any school in the district? (public or private)

_____ Yes _____ No _____ Unsure

17) Can the educational voucher be cashed at any school in New Hampshire? (public or private)

_____ Yes _____ No _____ Unsure

18) Under the voucher program, do you have the choice of sending your child to any public or private school?

_____ Yes _____ No _____ Unsure

19) During the past year, a number of schools in the districts have revised their programs to emphasize certain unique features. Below are listed the available alternatives. With which of these are you familiar?

| | Know it well | Have heard of it | Never heard of it |
|---|---|---|---|
| a) | ____ | ____ | ____ |
| b) | ____ | ____ | ____ |
| c) | ____ | ____ | ____ |
| d) | ____ | ____ | ____ |
| e) | ____ | ____ | ____ |
| f) | ____ | ____ | ____ |
| g) | ____ | ____ | ____ |
| h) | ____ | ____ | ____ |

20) How many times have you been to your children's school during the past year?

_____ None

_____ 1-3 times

_____ 3-5 times

_____ more than 5 times

21) Have you been to your children's school more this year than last?

_____ Yes _____ No _____ about the same

22) If you visit the school more often now, why is this so?

________________________________________________________________

23) Has any of your children's teachers come to your home this year?

_____ Yes _____ No

24) Have any of your children's teachers called you on the telephone this year?

_____ Yes _____ No

25) When you make the choice of which school your child should attend, which reasons are most important? (Place a 1 next to most important reason, place a 2 in front of next most important reason, etc.)

_____ Educational Program

_____ Teaching Staff

_____ How far the school is from home

_____ Must be within this town

_____ Advice of friends

_____ Advertising about the schools

26) Please rate your degree of satisfaction with the schools which your children attend.

| School | Excellent, Most Satisfied | Good | Average | Below Average | Not Satisfied |
|---|---|---|---|---|---|
| ____________________ | _____ | ____ | ____ | ____ | ____ |
| ____________________ | _____ | ____ | ____ | ____ | ____ |
| ____________________ | _____ | ____ | ____ | ____ | ____ |
| ____________________ | _____ | ____ | ____ | ____ | ____ |

27) Do you attend PTA meetings:

_____ always _____ regularly _____ now and then _____ never

28) In what ways do you feel parents should be involved in their children's educatio

| | Strongly Agree | Agree | Disagree | Strongly Disagree |
|---|---|---|---|---|
| a) Selecting the school | ____ | ____ | ____ | ____ |
| b) Hiring and firing teachers | ____ | ____ | ____ | ____ |
| c) Hiring and firing administrators | ____ | ____ | ____ | ____ |

| | Strongly Agree | Agree | Disagree | Strongly Disagree |
|---|---|---|---|---|
| d) Spending money | ____ | ____ | ____ | ____ |
| e) Setting goals | ____ | ____ | ____ | ____ |
| f) Deciding what should be taught | ____ | ____ | ____ | ____ |

29) Has the voucher plan caused you to know more about the education of your children?

_____ Yes _____ No _____ Unsure

30) Has the voucher plan caused you to have more direct contact with your school?

_____ Yes _____ No _____ Unsure

31) Has the voucher plan caused you to have more direct contact with your children's teachers?

_____ Yes _____ No _____ Unsure

32) Do you like having a choice among the various schools to which your children might attend?

_____ Yes _____ No _____ It makes no difference

33) How are your children doing in school this year? Compare this to their performance last year.

| | Last Year | | | This Year | | |
|---|---|---|---|---|---|---|
| Name | Did Well | Fair | Had a Bad Year | Doing Well | Fair | Having a Bad Year |
| ____________________ | ____ | ____ | ____ | ____ | ____ | ____ |
| ____________________ | ____ | ____ | ____ | ____ | ____ | ____ |
| ____________________ | ____ | ____ | ____ | ____ | ____ | ____ |
| ____________________ | ____ | ____ | ____ | ____ | ____ | ____ |

34) Are you in favor of continuing the voucher plan?

____ Yes _____ No _____ Undecided

35) What do you think are the particular strengths of the voucher plan?

________________________________________________________________

________________________________________________________________

36) What do you think are the particular weaknesses or problems with the voucher plan?

________________________________________________________________

________________________________________________________________

________________________________________________________________

## CONCEPT ASSOCIATION SCALE

As an important part of the New Hampshire Voucher Project, we are interested in determining the attitudes of parents toward selected concepts. Your cooperation in completing this Concept Association Scale is greatly appreciated.

### Directions

On each of the following pages there is a different topic for you to describe. Your description can be made by marking the list of paired adjectives on the page.

For example, if the adjective pair was GOOD/BAD, you would place a check mark along the seven blank scale which corresponds to your GOOD/BAD description of the topic named at the top of the page.

If you feel that the topic named at the top of the page is very closely associated with one end of the scale, you would place a check mark as follows:

(GOOD_X_:___:___:___:___:___:___BAD) or (GOOD___:___:___:___:___:___:_X_BAD)

If your feeling on the topic is less extreme, you might place a check mark as follows:

(GOOD___:_X_:___:___:___:___:___BAD) or (GOOD___:___:___:___:_X_:___:___BAD)

If you consider yourself neutral toward the topic, you would place a check mark as follows:

(GOOD___:___:___:_X_:___:___:___BAD)

REMEMBER: Never put more than one check mark between any adjective pair. And also be sure to check every item. If you feel that a pair of words does not apply, or if you are undecided, place the check mark in the center space; do not leave the line blank.

Do not spend more than a few seconds marking each scale. Your first impression is what we would like to learn about.

## THE ____________ EDUCATIONAL SYSTEM

GOOD _____:_____:_____:_____:_____:_____:_____ BAD

ACTIVE _____:_____:_____:_____:_____:_____:_____ PASSIVE

WEAK _____:_____:_____:_____:_____:_____:_____ STRONG

SIMPLE _____:_____:_____:_____:_____:_____:_____ COMPLEX

UNDERSTANDABLE _____:_____:_____:_____:_____:_____:_____ MYSTERIOUS

UNPLEASANT _____:_____:_____:_____:_____:_____:_____ PLEASANT

VALUABLE _____:_____:_____:_____:_____:_____:_____ WORTHLESS

CLEAR _____:_____:_____:_____:_____:_____:_____ AMBIGUOUS

UNFAIR _____:_____:_____:_____:_____:_____:_____ FAIR

REALISTIC _____:_____:_____:_____:_____:_____:_____ UNREALISTIC

IMPORTANT _____:_____:_____:_____:_____:_____:_____ UNIMPORTANT

DULL _____:_____:_____:_____:_____:_____:_____ INTERESTING

IRRELEVANT _____:_____:_____:_____:_____:_____:_____ RELEVANT

POSSIBLE _____:_____:_____:_____:_____:_____:_____ IMPOSSIBLE

USEFUL _____:_____:_____:_____:_____:_____:_____ USELESS

THE NEW HAMPSHIRE VOUCHER PROJECT

GOOD _____:_____:_____:_____:_____:_____:_____ BAD

ACTIVE _____:_____:_____:_____:_____:_____:_____ PASSIVE

WEAK _____:_____:_____:_____:_____:_____:_____ STRONG

SIMPLE _____:_____:_____:_____:_____:_____:_____ COMPLEX

UNDERSTANDABLE _____:_____:_____:_____:_____:_____:_____ MYSTERIOUS

UNPLEASANT _____:_____:_____:_____:_____:_____:_____ PLEASANT

VALUABLE _____:_____:_____:_____:_____:_____:_____ WORTHLESS

CLEAR _____:_____:_____:_____:_____:_____:_____ AMBIGUOUS

UNFAIR _____:_____:_____:_____:_____:_____:_____ FAIR

REALISTIC _____:_____:_____:_____:_____:_____:_____ UNREALISTIC

IMPORTANT _____:_____:_____:_____:_____:_____:_____ UNIMPORTANT

DULL _____:_____:_____:_____:_____:_____:_____ INTERESTING

IRRELEVANT _____:_____:_____:_____:_____:_____:_____ RELEVANT

POSSIBLE _____:_____:_____:_____:_____:_____:_____ IMPOSSIBLE

USEFUL _____:_____:_____:_____:_____:_____:_____ USELESS

School________________________

(A page for each school if more than one child)

## MY CHILD'S SCHOOL

GOOD _____:_____:_____:_____:_____:_____:_____ BAD

ACTIVE _____:_____:_____:_____:_____:_____:_____ PASSIVE

WEAK _____:_____:_____:_____:_____:_____:_____ STRONG

SIMPLE _____:_____:_____:_____:_____:_____:_____ COMPLEX

UNDERSTANDABLE _____:_____:_____:_____:_____:_____:_____ MYSTERIOUS

UNPLEASANT _____:_____:_____:_____:_____:_____:_____ PLEASANT

VALUABLE _____:_____:_____:_____:_____:_____:_____ WORTHLESS

CLEAR _____:_____:_____:_____:_____:_____:_____ AMBIGUOUS

UNFAIR _____:_____:_____:_____:_____:_____:_____ FAIR

REALISTIC _____:_____:_____:_____:_____:_____:_____ UNREALISTIC

IMPORTANT _____:_____:_____:_____:_____:_____:_____ UNIMPORTANT

DULL _____:_____:_____:_____:_____:_____:_____ INTERESTING

IRRELEVANT _____:_____:_____:_____:_____:_____:_____ RELEVANT

POSSIBLE _____:_____:_____:_____:_____:_____:_____ IMPOSSIBLE

USEFUL _____:_____:_____:_____:_____:_____:_____ USELESS

(APPENDIX M4)

## Teacher Survey

(This survey would be administered at the start of the first academic year of the voucher test to all teachers in all voucher schools. It would then be administered each June in successive years thereafter to all teachers in the test.)

1) Sex: _____ Male _____ Female

2) Race of Ethnicity

_____ Black _____ Oriental
_____ White _____ Spanish American
_____ Franco-American _____ Other

3) Year of your birth: _____________

4) Marital Status

_____ Married _____ Widowed _____ Other ____________
_____ Separated _____ Annulled
_____ Divorced _____ Never Married

5) Do you live in the town in which you teach?

_____ yes _____ no

6) At what salary level are you now?

_____ less than 7,000
_____ 7,000 - 10,000
_____ 10,000 - 13,000
_____ 13,000 - 16,000
_____ 16,000 - 19,000
_____ more than 19,000

7) How long have you been living at your present address?

_____ Less than 1 year

_____ 1-5 years

_____ 6 - 10 years

_____ More than 10 years

8) At what school do you teach?

)
)
) List schools in test.
)
)

9) What grade level(s) or age group do you have responsibility for?

Grade: (Circle all appropriate grades.)

1 2 3 4 5 6 7 8 9 10 11 12

or/

Age: (Check appropriate boxes)

_____ 5-7 year olds

_____ 8-10 year olds

_____ 11-13 year olds

_____ 14-16 year olds

_____ 16 and older

10) How long have you been employed at this school?

_____ This is my first year

_____ 2-3 years

_____ 4-5 years

_____ more than five years

11) If you are new to the school this year, for what reasons did you seek employment there?

_______________________________________________

_______________________________________________

12) What college degrees do you have? (Check all appropriate boxes)

_____ No degree

_____ Associate degree

_____ Bachelor degree

_____ Master's degree

_____ CAGS

_____ Doctoral degree

_____ Other ______________________________

13) Please indicate all the sources from which you received information about the educational voucher study.

_____ Radio

_____ Television

_____ Newspaper

_____ Brochures

_____ PTA or School Meeting

_____ Community Group

_____ Other Teachers

_____ Administrators

_____ Parents

_____ Relatives

_____ Friends

_____ Other ____________________

14) Which source of information was most useful to you? Why?

______________________________________________

______________________________________________

______________________________________________

15) Do you feel that you understand how the voucher program works?

_____ Yes _____ No _____ Unsure

16) How desirable does the educational voucher program seem to you?

_____ highly desirable

_____ desirable

_____ not sure yet

_____ undesirable

_____ highly undesirable

17) What, in your opinion, is the most desirable feature of the educational voucher program? (Check any one)

_____ It provides the opportunity for students to go to any school.

_____ It will provide support for non-public schools.

_____ It will bring about improvement in the schools.

____ It will make far better use of school funds.

____ It will change the present composition of schools.

____ It will give administrators less power.

____ Other ______________________________

______________________________

18) In what areas of school operation did you have responsibilities last year?

| AREA | DEGREE OF INVOLVEMENT | | | |
|---|---|---|---|---|
| | None | Little | Often | Intensive |
| Classroom teaching | | | | |
| Counseling of students | | | | |
| Monitoring of student progress | | | | |
| Budget preparation | | | | |
| Making spending decisions | | | | |
| Hiring personnel | | | | |
| Evaluating personnel | | | | |
| Attendance at evening meetings on school matters | | | | |
| Visiting parents in their homes | | | | |
| Meeting with parents in school | | | | |
| Designing new curricula | | | | |
| General administrative duties | | | | |

19) Please indicate your degree of involvement in the following areas during this school year?

| AREA | DEGREE OF INVOLVEMENT | | | |
|---|---|---|---|---|
| | None | Little | Often | Intensive |
| Classroom teaching | | | | |
| Counseling of students | | | | |
| Monitoring of student progress | | | | |
| Budget preparation | | | | |
| Making spending decisions | | | | |

| AREA | DEGREE OF INVOLVEMENT | | | |
|---|---|---|---|---|
| | None | Little | Often | Intensive |
| Hiring personnel | ____ | ____ | ____ | ____ |
| Evaluating personnel | ____ | ____ | ____ | ____ |
| Attendance at evening meetings on school matters | ____ | ____ | ____ | ____ |
| Visiting parents in their homes | ____ | ____ | ____ | ____ |
| Meeting with parents in school | ____ | ____ | ____ | ____ |
| Designing new curricula | ____ | ____ | ____ | ____ |
| General administrative duties | ____ | ____ | ____ | ____ |

20) Compared to last year, are you testing students in the basic skills--

_____ Less

_____ About the same

_____ More

21) Compared to last year, have you noticed more parents in the school?

_____ Yes

_____ No, less

_____ About the same

22) Have you had more contact with parents this year than last?

_____ Yes　　_____ No, less　　_____ about the same

23) Are you more directly involved with decision making about other programs at your school than in years past?

_____ Yes　　_____ No, less　　_____ about the same

24) What changes have you made in your programs as part of becoming a "voucher school"?

____________________________________________

____________________________________________

____________________________________________

25) How many professional meetings or workshops have you attended this year?

_____ None

_____ 1-2

_____ 3-4

_____ 5 or more

26) From your point of view, what are the strengths of the voucher program?

______________________________________________________________

______________________________________________________________

______________________________________________________________

27) From your point of view, what are the weaknesses of the voucher programs?

______________________________________________________________

______________________________________________________________

______________________________________________________________

28) Are you in favor of continuing the voucher test project?

_____ Yes _____ No _____ Undecided

## CONCEPT ASSOCIATION SCALE

As an important part of the New Hampshire Voucher Project, we are interested in determining the attitudes of participating staff toward selected concepts. Your cooperation in completing this Concept Association Scale is greatly appreciated.

### Directions

On each of the following pages there is a different topic for you to describe. Your description can be made by marking the list of paired adjectives on the page.

For example, if the adjective pair was GOOD/BAD, you would place a check mark along the seven blank scale which corresponds to your GOOD/BAD description of the topic named at the top of the page.

If you feel that the topic named at the top of the page is very closely associated with one end of the scale, you would place a check mark as follows:

(GOOD_X_:___:___:___:___:___:___BAD) or (GOOD___:___:___:___:___:___:_X_BAD)

If your feeling on the topic is less extreme, you might place a check mark as follows:

(GOOD___:_X_:___:___:___:___:___BAD) or (GOOD___:___:___:___:_X_:___:___BAD)

If you consider yourself neutral toward the topic, you would place a check mark as follows:

(GOOD___:___:___:_X_:___:___:___BAD)

REMEMBER: Never put more than one check mark between any adjective pair. And also be sure to check every item. If you feel that a pair of words does not apply, or if you are undecided, place the check mark in the center space; do not leave the line blank.

Do not spend more than a few seconds marking each scale. Your first impression is what we would like to learn about.

## The ____________ Educational System

GOOD _____:_____:_____:_____:_____:_____:_____ BAD

ACTIVE _____:_____:_____:_____:_____:_____:_____ PASSIVE

WEAK _____:_____:_____:_____:_____:_____:_____ STRONG

SIMPLE _____:_____:_____:_____:_____:_____:_____ COMPLEX

UNDERSTANDABLE _____:_____:_____:_____:_____:_____:_____ MYSTERIOUS

UNPLEASANT _____:_____:_____:_____:_____:_____:_____ PLEASANT

VALUABLE _____:_____:_____:_____:_____:_____:_____ WORTHLESS

CLEAR _____:_____:_____:_____:_____:_____:_____ AMBIGUOUS

UNFAIR _____:_____:_____:_____:_____:_____:_____ FAIR

REALISTIC _____:_____:_____:_____:_____:_____:_____ UNREALISTIC

IMPORTANT _____:_____:_____:_____:_____:_____:_____ UNIMPORTANT

DULL _____:_____:_____:_____:_____:_____:_____ INTERESTING

IRRELEVANT _____:_____:_____:_____:_____:_____:_____ RELEVANT

POSSIBLE _____:_____:_____:_____:_____:_____:_____ IMPOSSIBLE

USEFUL _____:_____:_____:_____:_____:_____:_____ USELESS

## The New Hampshire Voucher Project

GOOD _____:_____:_____:_____:_____:_____:_____ BAD

ACTIVE _____:_____:_____:_____:_____:_____:_____ PASSIVE

WEAK _____:_____:_____:_____:_____:_____:_____ STRONG

SIMPLE _____:_____:_____:_____:_____:_____:_____ COMPLEX

UNDERSTANDABLE _____:_____:_____:_____:_____:_____:_____ MYSTERIOUS

UNPLEASANT _____:_____:_____:_____:_____:_____:_____ PLEASANT

VALUABLE _____:_____:_____:_____:_____:_____:_____ WORTHLESS

CLEAR _____:_____:_____:_____:_____:_____:_____ AMBIGUOUS

UNFAIR _____:_____:_____:_____:_____:_____:_____ FAIR

REALISTIC _____:_____:_____:_____:_____:_____:_____ UNREALISTIC

IMPORTANT _____:_____:_____:_____:_____:_____:_____ UNIMPORTANT

DULL _____:_____:_____:_____:_____:_____:_____ INTERESTING

IRRELEVANT _____:_____:_____:_____:_____:_____:_____ RELEVANT

POSSIBLE _____:_____:_____:_____:_____:_____:_____ IMPOSSIBLE

USEFUL _____:_____:_____:_____:_____:_____:_____ USELESS

This School ____________

GOOD _____:_____:_____:_____:_____:_____:_____ BAD

ACTIVE _____:_____:_____:_____:_____:_____:_____ PASSIVE

WEAK _____:_____:_____:_____:_____:_____:_____ STRONG

SIMPLE _____:_____:_____:_____:_____:_____:_____ COMPLEX

UNDERSTANDABLE _____:_____:_____:_____:_____:_____:_____ MYSTERIOUS

UNPLEASANT _____:_____:_____:_____:_____:_____:_____ PLEASANT

VALUABLE _____:_____:_____:_____:_____:_____:_____ WORTHLESS

CLEAR _____:_____:_____:_____:_____:_____:_____ AMBIGUOUS

UNFAIR _____:_____:_____:_____:_____:_____:_____ FAIR

REALISTIC _____:_____:_____:_____:_____:_____:_____ UNREALISTIC

IMPORTANT _____:_____:_____:_____:_____:_____:_____ UNIMPORTANT

DULL _____:_____:_____:_____:_____:_____:_____ INTERESTING

IRRELEVANT _____:_____:_____:_____:_____:_____:_____ RELEVANT

POSSIBLE _____:_____:_____:_____:_____:_____:_____ IMPOSSIBLE

USEFUL _____:_____:_____:_____:_____:_____:_____ USELESS

## Policy Maker - Administrator Survey

(This survey would be administered to all policy makers and administrators in each voucher test district. Policy makers are defined as those individuals (elected or appointed) who have line authority over the administrative structure of any district in the test. Administrators are defined as line and staff administrative professionals, employed full-time by the policy-making boards. This would include superintendents, their assistants, coordinators, directors, building principals and their assistants, and department chairpersons. The survey, with appropriate minor revisions, would be administered at the start of the first academic year of the voucher test, and again each June thereafter during the test.)

1) Sex: _____ Male _____ Female

2) Race or Ethnicity:

_____ Black _____ Oriental

_____ White _____ Spanish-American

_____ Franco-American _____ Other ________________________

3) Year of your birth __________________

4) Marital Status:

_____ Married _____ Widowed _____ Other ____________

_____ Separated _____ Annulled

_____ Divorced _____ Never Married

5) What is your major responsibility in the delivery of education?

_____ School Board Member

_____ EVA Member

_____ Superintendent of Schools

_____ Assistant Superintendent of Schools

_____ Curriculum Coordinator

_____ Media Director

_____ Librarian

_____ Principal

_____ Assistant Principal

_____ Guidance Counselor

_____ Department Chairperson

_____ Other _______________

6) Do you live in the town in which you have your educational responsibility?

_____ Yes _____ No

7) How long have you lived at your present address?

_____ Less than one year

_____ 1-5 years

_____ 6-10 years

_____ More than ten years

8) What levels of the educational system do you serve?

_____ elementary

_____ junior high school/middle high school

_____ high school

_____ junior-senior high school

_____ all levels

9) How long have you been in your current educational position?

_____ This is my first year

_____ 2-3 years

_____ 4-5 years

_____ more than five years

10) With what school are you associated? (If you have responsibility for more than one school, check all appropriate boxes.)

(
(
(List schools in test
(
(

11) How desirable does the educational voucher program seem to you?

_____ highly desirable _____ undesirable

_____ desirable _____ highly undesirable

_____ not sure yet

12) What, in your opinion, is the most desirable feature of the educational voucher program? (Check only one)

_____ It provides the opportunity for students to go to any school.

_____ It will provide support for non-public schools.

_____ It will bring about improvement in the schools.

_____ It will make better use of school funds.

_____ It will change the present composition of the schools.

_____ It will give teachers more power.

_____ Other ____________________________________________

____________________________________________

13) Have you had any teaching experience?

Yes _____ No _____

If yes, how many years? ____________

14) Compare the performance of your school(s) or district(s) in the following areas as you view it at the present time, and your opinion of the effect of the voucher system on this performance in the future.

| | | PERFORMANCE NOW | | | | PERFORMANCE UNDER VOUCHER SYSTEM | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | Excellent | Good | Fair | Poor | Excellent | Good | Fair | Poor |
| 1) | Overall school operations | ( ) | ( ) | ( ) | ( ) | ( ) | ( ) | ( ) | ( ) |
| 2) | Student achievement | ( ) | ( ) | ( ) | ( ) | ( ) | ( ) | ( ) | ( ) |
| 3) | Responsive programs to parent's concerns | ( ) | ( ) | ( ) | ( ) | ( ) | ( ) | ( ) | ( ) |
| 4) | Ability to meet student needs | ( ) | ( ) | ( ) | ( ) | ( ) | ( ) | ( ) | ( ) |
| 5) | Cost-effectiveness | ( ) | ( ) | ( ) | ( ) | ( ) | ( ) | ( ) | ( ) |
| 6) | Attracting good teachers | ( ) | ( ) | ( ) | ( ) | ( ) | ( ) | ( ) | ( ) |
| 7) | Attracting good administrators | ( ) | ( ) | ( ) | ( ) | ( ) | ( ) | ( ) | ( ) |
| 8) | Community confidence in schools | ( ) | ( ) | ( ) | ( ) | ( ) | ( ) | ( ) | ( ) |
| 9) | Parent involvement in schools | ( ) | ( ) | ( ) | ( ) | ( ) | ( ) | ( ) | ( ) |
| 10) | Professionalism of teachers | ( ) | ( ) | ( ) | ( ) | ( ) | ( ) | ( ) | ( ) |
| 11) | Teacher-Student relationship | ( ) | ( ) | ( ) | ( ) | ( ) | ( ) | ( ) | ( ) |
| 12) | Teacher-Administrator relationship | ( ) | ( ) | ( ) | ( ) | ( ) | ( ) | ( ) | ( ) |
| 13) | Administrator-Parent relationship | ( ) | ( ) | ( ) | ( ) | ( ) | ( ) | ( ) | ( ) |

5) Please estimate the amount of emphasis and time you spend on the following administrative/ policy functions now and in the years past.

| | NOW | | | | YEARS PAST | | | |
|---|---|---|---|---|---|---|---|---|
| | None | Little | Often | Nearly Constant | None | Little | Often | Nearly Constant |
| A) Budget preparation | ( ) | ( ) | ( ) | ( ) | ( ) | ( ) | ( ) | ( ) |
| B) Hiring personnel | ( ) | ( ) | ( ) | ( ) | ( ) | ( ) | ( ) | ( ) |
| C) Evaluating personnel | ( ) | ( ) | ( ) | ( ) | ( ) | ( ) | ( ) | ( ) |
| D) Facilities planning | ( ) | ( ) | ( ) | ( ) | ( ) | ( ) | ( ) | ( ) |
| E) Facilities Construction | ( ) | ( ) | ( ) | ( ) | ( ) | ( ) | ( ) | ( ) |
| F) Facilities Maintenance | ( ) | ( ) | ( ) | ( ) | ( ) | ( ) | ( ) | ( ) |
| G) Community Meetings | ( ) | ( ) | ( ) | ( ) | ( ) | ( ) | ( ) | ( ) |
| H) Policy-Board Meetings | ( ) | ( ) | ( ) | ( ) | ( ) | ( ) | ( ) | ( ) |
| I) Parent conferences | ( ) | ( ) | ( ) | ( ) | ( ) | ( ) | ( ) | ( ) |
| J) Student conferences | ( ) | ( ) | ( ) | ( ) | ( ) | ( ) | ( ) | ( ) |
| K) Salary negotiations | ( ) | ( ) | ( ) | ( ) | ( ) | ( ) | ( ) | ( ) |
| L) Publicity | ( ) | ( ) | ( ) | ( ) | ( ) | ( ) | ( ) | ( ) |
| M) Evaluating programs | ( ) | ( ) | ( ) | ( ) | ( ) | ( ) | ( ) | ( ) |
| N) Designing new curricula | ( ) | ( ) | ( ) | ( ) | ( ) | ( ) | ( ) | ( ) |
| O) Allocating monies | ( ) | ( ) | ( ) | ( ) | ( ) | ( ) | ( ) | ( ) |
| P) Classroom teaching | ( ) | ( ) | ( ) | ( ) | ( ) | ( ) | ( ) | ( ) |
| Q) Counselling of students | ( ) | ( ) | ( ) | ( ) | ( ) | ( ) | ( ) | ( ) |

16) What major administrative or policy making activities are you now doing as a result of the voucher project that you were not doing in the past?

17) What major administrative or policy making activities are you no longer doing as a result of the voucher project?

18) From your point of view, what are the strengths of the voucher project?

19) From your point of view, what are the weaknesses of the voucher project?

20) Are you in favor of continuing the voucher test project?

Yes _____ No _____ Undecided _____

## CONCEPT ASSOCIATION SCALE

As an important part of the New Hampshire Voucher Project, we are interested in determining the attitudes of participating staff toward selected concepts. Your cooperation in completing this Concept Association Scale is greatly appreciated.

### Directions

On each of the following pages there is a different topic for you to describe. Your description can be made by marking the list of paired adjectives on the page.

For example, if the adjective pair was GOOD/BAD, you would place a check mark along the seven blank scale which corresponds to your GOOD/BAD description of the topic named at the top of the page.

If you feel that the topic named at the top of the page is very closely associated with one end of the scale, you would place a check mark as follows:

(GOOD_X_:___:___:___:___:___:___BAD) or (GOOD___:___:___:___:_-_:___:_X_BAD)

If your feeling on the topic is less extreme, you might place a check mark as follows:

(GOOD___:_X_:___:___:___:___:___BAD) or (GOOD___:___:___:___:_X_:___:___BAD)

If you consider yourself neutral toward the topic, you would place a check mark as follows:

(GOOD___:___:___:_X_:___:___:___BAD)

REMEMBER: Never put more than one check mark between any adjective pair. And also be sure to check every item. If you feel that a pair of words does not apply, or if you are undecided, place the check mark in the center space; do not leave the line blank.

Do not spend more than a few seconds marking each scale. Your first impression is what we would like to learn about.

THE ____________ EDUCATIONAL SYSTEM

GOOD _____:_____:_____:_____:_____:_____:_____ BAD

ACTIVE _____:_____:_____:_____:_____:_____:_____ PASSIVE

WEAK _____:_____:_____:_____:_____:_____:_____ STRONG

SIMPLE _____:_____:_____:_____:_____:_____:_____ COMPLEX

UNDERSTANDABLE _____:_____:_____:_____:_____:_____:_____ MYSTERIOUS

UNPLEASANT _____:_____:_____:_____:_____:_____:_____ PLEASANT

VALUABLE _____:_____:_____:_____:_____:_____:_____ WORTHLESS

CLEAR _____:_____:_____:_____:_____:_____:_____ AMBIGUOUS

UNFAIR _____:_____:_____:_____:_____:_____:_____ FAIR

REALISTIC _____:_____:_____:_____:_____:_____:_____ UNREALISTIC

IMPORTANT _____:_____:_____:_____:_____:_____:_____ UNIMPORTANT

DULL _____:_____:_____:_____:_____:_____:_____ INTERESTING

IRRELEVANT _____:_____:_____:_____:_____:_____:_____ RELEVANT

POSSIBLE _____:_____:_____:_____:_____:_____:_____ IMPOSSIBLE

USEFUL _____:_____:_____:_____:_____:_____:_____ USELESS

# THE NEW HAMPSHIRE VOUCHER PROJECT

GOOD _____:_____:_____:_____:_____:_____:_____ BAD

ACTIVE _____:_____:_____:_____:_____:_____:_____ PASSIVE

WEAK _____:_____:_____:_____:_____:_____:_____ STRONG

SIMPLE _____:_____:_____:_____:_____:_____:_____ COMPLEX

UNDERSTANDABLE _____:_____:_____:_____:_____:_____:_____ MYSTERIOUS

UNPLEASANT _____:_____:_____:_____:_____:_____:_____ PLEASANT

VALUABLE _____:_____:_____:_____:_____:_____:_____ WORTHLESS

CLEAR _____:_____:_____:_____:_____:_____:_____ AMBIGUOUS

UNFAIR _____:_____:_____:_____:_____:_____:_____ FAIR

REALISTIC _____:_____:_____:_____:_____:_____:_____ UNREALISTIC

IMPORTANT _____:_____:_____:_____:_____:_____:_____ UNIMPORTANT

DULL _____:_____:_____:_____:_____:_____:_____ INTERESTING

IRRELEVANT _____:_____:_____:_____:_____:_____:_____ RELEVANT

POSSIBLE _____:_____:_____:_____:_____:_____:_____ IMPOSSIBLE

USEFUL _____:_____:_____:_____:_____:_____:_____ USELESS

## VOUCHER DISTRIBUTION REGISTRATION SCHEDULE -- 76-77

First year of the demonstration

| | |
|---|---|
| May 3 & 4 | Voucher Registration - Allenstown<br>A through L surname - May 3<br>M through Z surname - May 4 |
| May 5 & 6 | Voucher Registration - Candia<br>A through L surname - May 5<br>M through Z surname - May 6 |
| May 10 & 11 | Voucher Registration - Deerfield<br>A through L surname - May 10<br>M through Z surname - May 11 |
| May 12 & 13 | Voucher Registration - Hollis<br>A through L surname - May 12<br>M through Z surname - May 13 |
| May 17 & 18 | Voucher Registration - Hooksett<br>A through L surname - May 17<br>M through Z surname - May 18 |
| May 19, 20, & 21 | Pick-up for Allenstown residents |
| May 25, 26, & 27 | Pick-up for Candia residents |
| June 1, 2, & 3 | Pick-up for Deerfield residents |
| June 7, 8, & 9 | Pick-up for Hollis residents |
| June 10, 11, & 14 | Pick-up for Hooksett residents |
| Any working date for the remainder of the school year. | Late registration, transfers will be conducted through the parent counselor's offices in the voucher districts. |

## VOUCHER CERTIFICATE

000 0000 _ _ 60

__________ VOUCHER issued by the __________ School Board.

This certificate is valid at any New Hampshire State Board of Education approved public or private __________ school or program in the continental United States. Its value is not to exceed __________ ($ ) for the __________ school year. It is assigned to

__________ for __________.
(parent/guardian) (student name)

__________ __________.
(Local Board Representative) Signature (Parent Signature)

4th Quarter 000 0000 _ _ 64
Student Name __________
School __________
Address __________
Principal signature __________
Parent signature __________
Date ______ Value $ ______

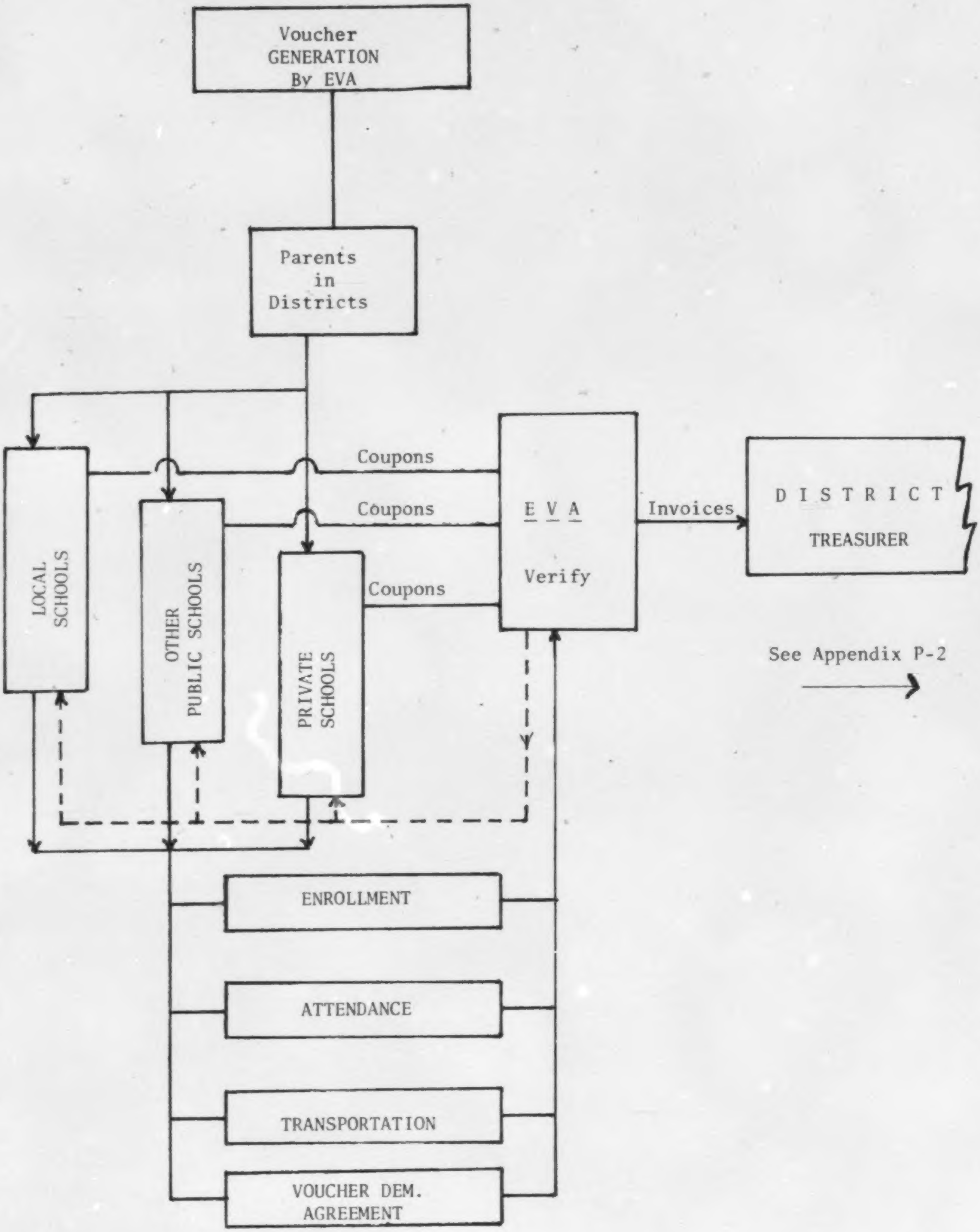
2nd Quarter 000 0000 _ _ 62
Student Name __________
School __________
Address __________
Principal signature __________
Parent signature __________
Date ______ Value $ ______

3rd Quarter 000 0000 _ _ 63
Student Name __________
School __________
Address __________
Principal signature __________
Parent signature __________
Date ______ Value $ ______

1st Quarter 000 0000 _ _ 61
Student Name __________
School __________
Address __________
Principal signature __________
Parent signature __________
Date ______ Value $ ______

## MASTER FLOW CHART (APPENDIX P1)

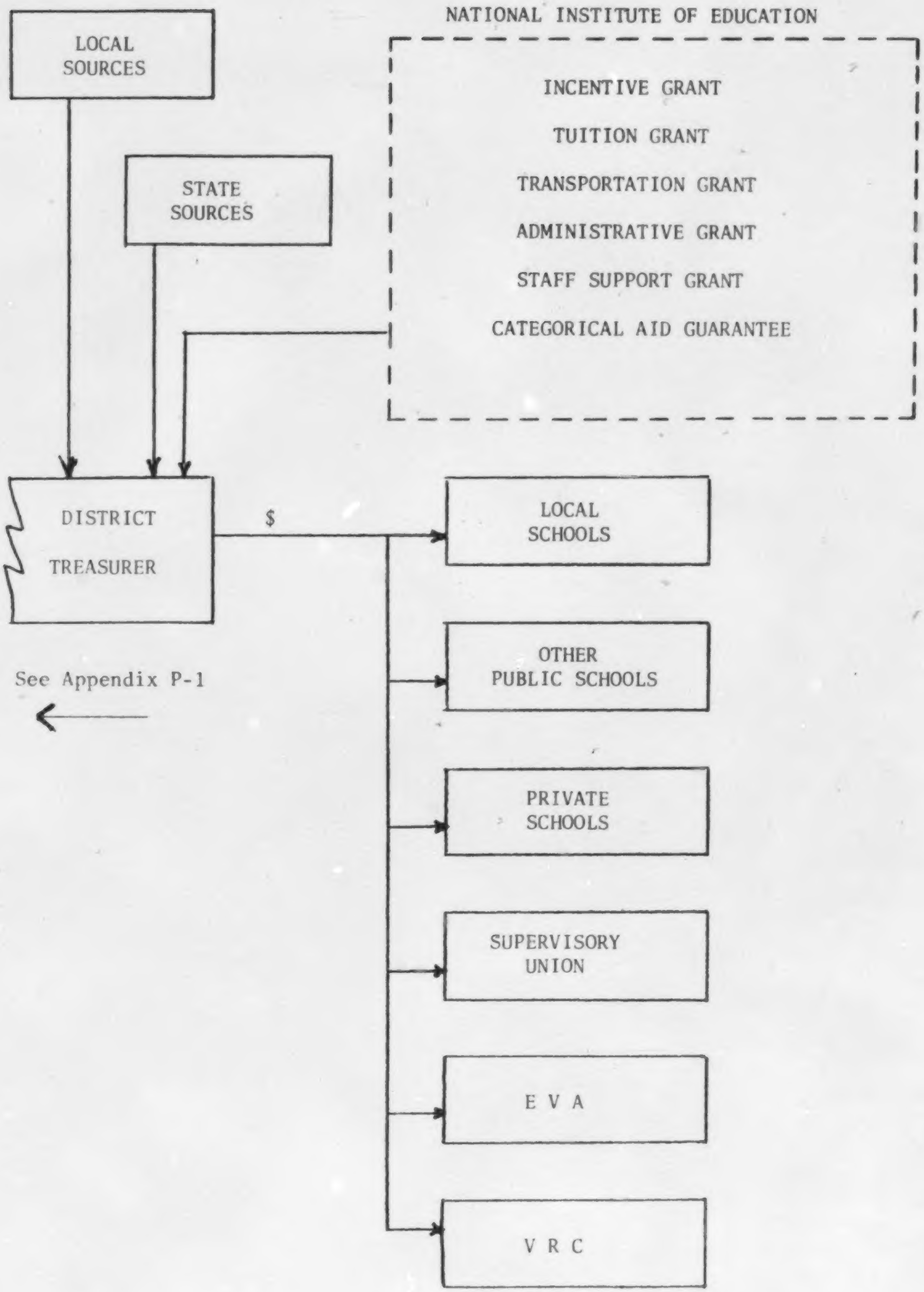
Voucher Flow



## (APPENDIX P2)

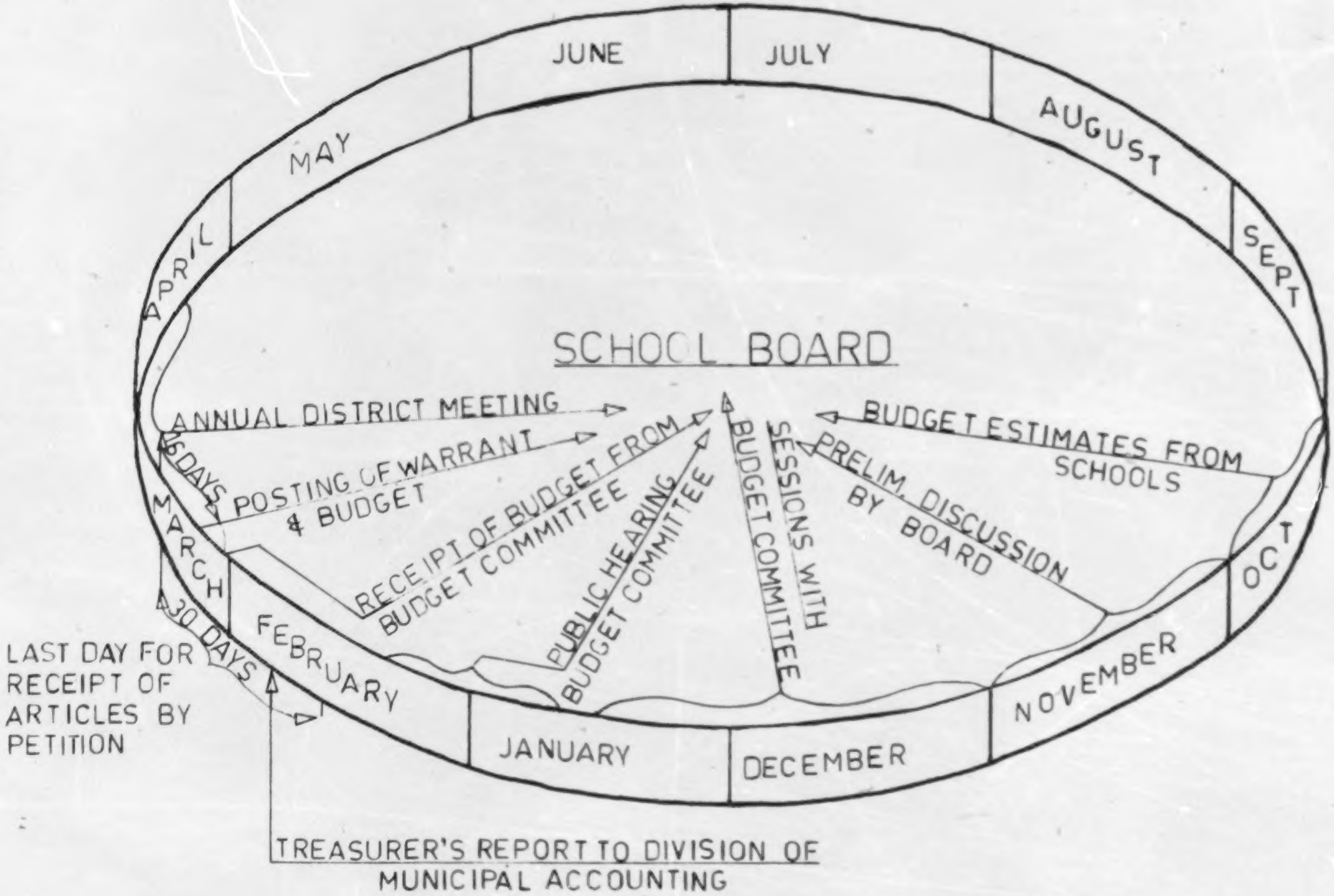
## MASTER FLOW CHART

### Cash Flow



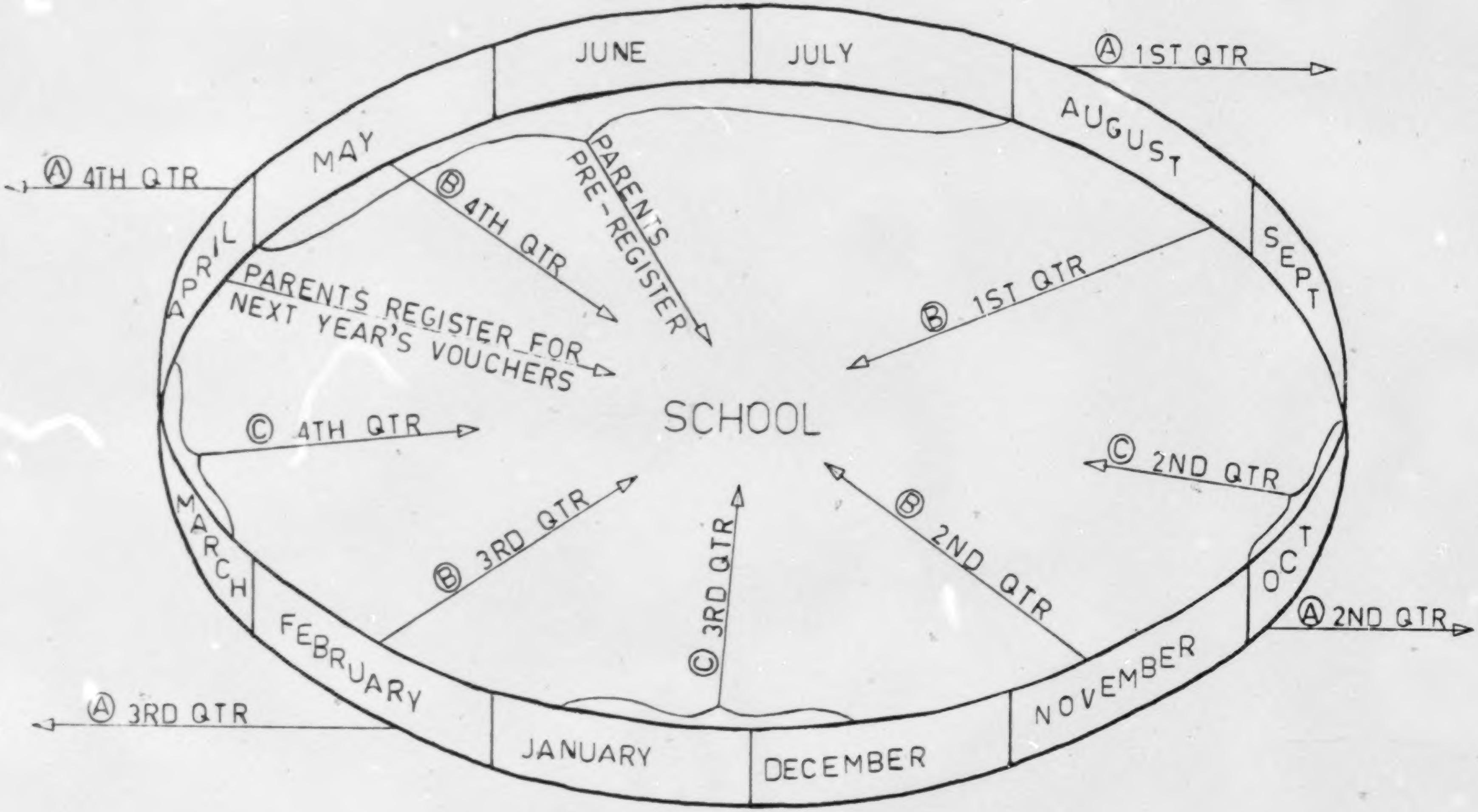
(APPENDIX Q)

## ANNUAL BUDGET PREPARATION
Local District


JUNE
JULY
MAY
AUGUST
APRIL
SEPT
SCHOOL BOARD
ANNUAL DISTRICT MEETING
BUDGET ESTIMATES FROM SCHOOLS
15 DAYS
POSTING OF WARRANT & BUDGET
RECEIPT OF BUDGET FROM BUDGET COMMITTEE
PUBLIC HEARING BUDGET COMMITTEE
BUDGET COMMITTEE
SESSIONS WITH
PRELIM. DISCUSSION BY BOARD
MARCH
OCT
30 DAYS
FEBRUARY
LAST DAY FOR RECEIPT OF ARTICLES BY PETITION
NOVEMBER
JANUARY
DECEMBER
TREASURER'S REPORT TO DIVISION OF MUNICIPAL ACCOUNTING

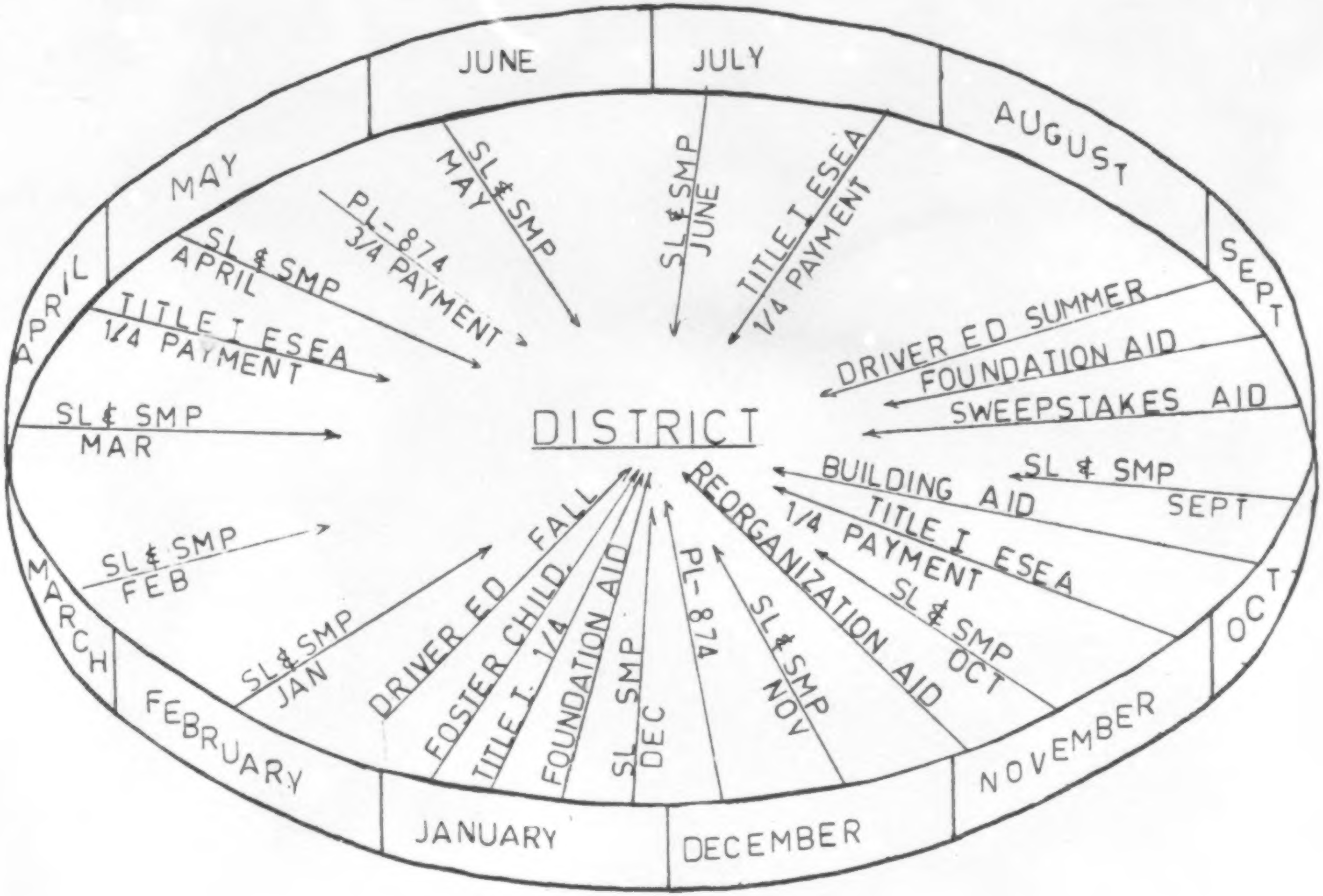
(APPENDIX R)

## PROPOSED VOUCHER FLOW
## TIME SCHEDULE



A. Submit voucher coupons to EVA for indicated quarter.
B. Receive cash for vouchers submitted in indicated quarter.
C. Parents may re-register at different choice school for indicated quarter, OR sign voucher coupon to continue in same school.

CASH FLOW FROM FEDERAL AND
STATE SOURCES



(APPENDIX S)

CASH FLOW OF LOCAL FUND FROM SELECTMEN TO DISTRICT HAS TWO OPTIONS:

1) LUMP SUM AT ONE TIME
2) PAYMENT SCHEDULE ARRANGED LOCALLY

## GLOSSARY OF TERMS

BASIC VOUCHER - A certificate representing a sum of money, the maximum value of which is recommended annually by the Voucher Review Committee, voted by the School District, and issued by the local school board to parents for the education of their children in regular "grade level" programs.

BASE YEAR - School year 1975-1976.

CONTIGUOUS DISTRICT - Any school district whose geographical boundarie[illegible] any voucher district (for example, Hollis, N.H. i[illegible] voucher district, Amherst, N.H. is a contiguous schoo[illegible]trict.)

EDUCATIONAL ALTERNATIVE - An alternative exists when two separate and autonomous suppliers are available from which the parent may choose, in terms of voucher value (purchase power) and transportation.

EVA - Education Voucher Authority.(See Section 5.0)

ELIGIBLE STUDENT - VOUCHER DEMONSTRATION - Any student who is eligible for elementary and secondary education under the provisions of RSA 189:1-a, whose parent or guardian is resident in a participating district as indicated by the resident tax list, shall be considered eligible for a voucher issued by that district.

GRADE LEVEL - The appropriate columns of the F-1 budget form, i.e. elementary, middle/jr. high, and high school grade levels.

IMPLEMENTATION - The point in time that the local districts accept the PHASE II REPORT, the State Board puts forth the rules and regulations for a voucher demonstration, and the NIE agrees to fund a proposal.

INCREMENTAL COSTS - Those costs that are above the normal district costs (computed in the base year, allowing in future years for a proportional maintenance of local effort) to be borne by the NIE.

LEGALLY QUALIFIED PARENT - A parent in residence in the participating district as demonstrated by the payment and receipt of the resident tax in the district or town is eligible to receive education vouchers for their child(ren) in grades 1-12.

NIE - National Institute of Education.

N. H. EDUCATION VOUCHER MODEL - See the REVISED FEASIBILITY STUDY, November 14, 1973 and the summary statement of this report.

NO-FEE TRANSPORTATION - Transportation of district students as prescribed by N. H. Statute with extension of the system to districts that are contiguous to the participating districts.

PARENT COUNSELOR - An individual that is hired by the EVA to provide information about schools to the parents in the participating districts.

PARTICIPATING NON-VOUCHER DISTRICT - Any school district willing to accept voucher students.

PARTICIPATING VOUCHER DISTRICT - A district which accepts by direct vote at a school district meeting the rules and regulations of the N. H. State Board of Education with regard to a voucher demonstration.

PIO - Public Information Office. (See Section 5.3)

SUPPLEMENTAL VOUCHER - A certificate representing a sum of money, the maximum value of which is recommended annually by the Voucher Review Committee, voted by the School District, and issued by the local school board to parents for the education of their children who are eligible for these specific certificates. Eligible students for special education are determined by the District Board, or their designate(s). Eligibility for vocational education is determined by the parent.

SUPPLIER - A single administrative unit of education that is autonomous in terms of budgetary, staffing, and program control from another administrative unit. In the case of public schools, a school district is a single autonomous supplier.

VOUCHER DEMONSTRATION EXPENSES - Those costs that are determined to be a result of the voucher demonstration.

VRC - Voucher Review Committee. (See Section 1.0)